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# CULTURES IN CANADA

## Strength in Diversity



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THE CANADIAN STUDIES SERIES





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***TEACHER GUIDE FOR***

# **CULTURES IN CANADA**

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**Strength in Diversity**

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***by Vicki Bridge Mulligan***



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**KANATA**  
THE CANADIAN STUDIES SERIES

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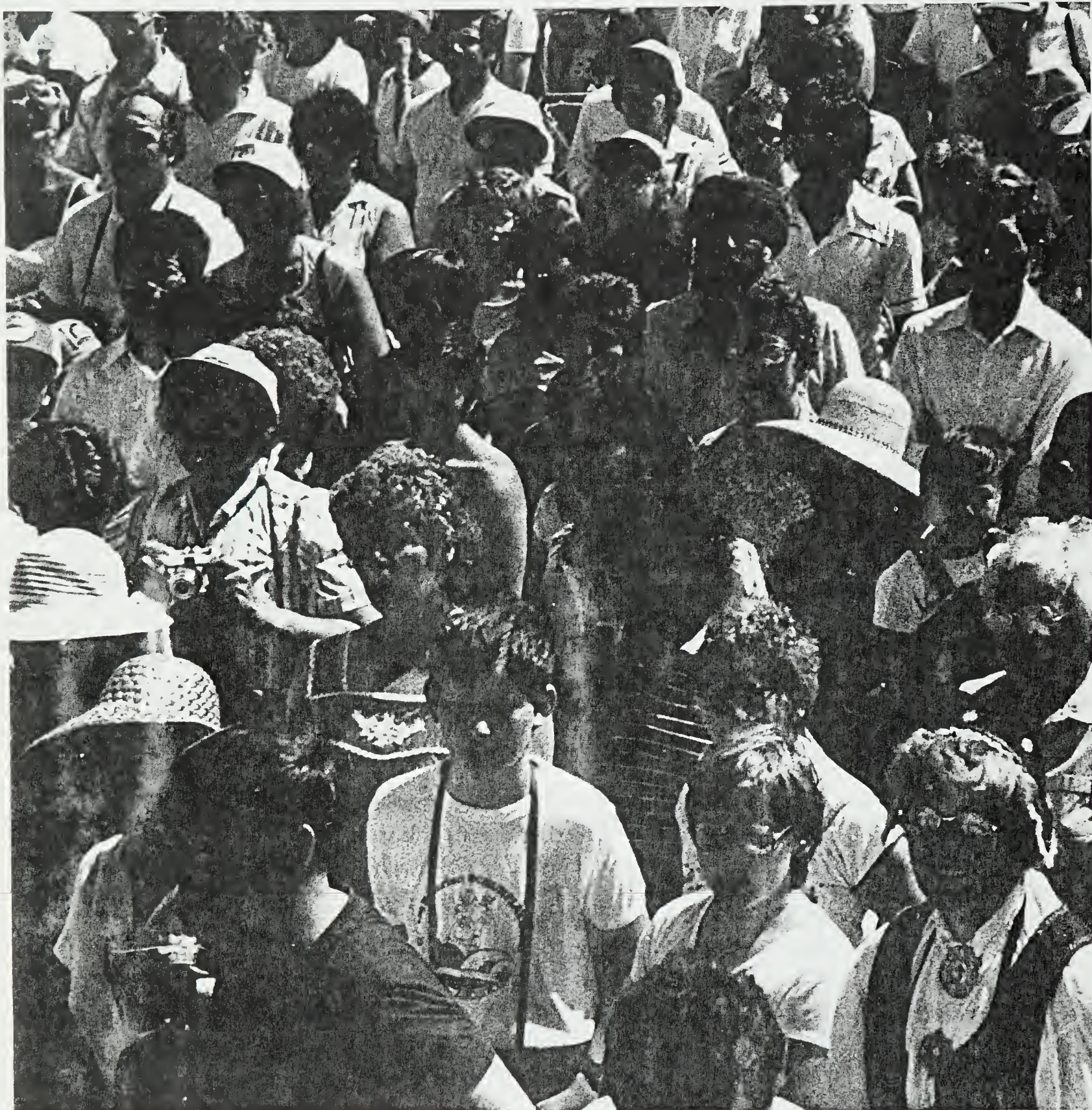
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# INTRODUCTION

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This teaching unit is a study about Canadians. It explores the cultural roots of Canadians, the challenge to Canadians from varied backgrounds in living and working together, and the kind of tomorrow Canadians will build.

By studying the diversity of cultures in Canada

and by understanding the many ways in which cultures interact, students will be able to make an informed decision as to whether or not Canadians should keep up the traditions of their cultural roots, develop a purely Canadian culture, or select alternative patterns.



# Kanata: The Canadian Studies Series

Kanata is the title given to a series of student books, teaching units, and media resources featuring Canadian content for social studies, history, and geography programs suitable for students from elementary to high school.

These materials have been called Kanata from a word of Indian origin which was associated with our country in the writing of Jacques Cartier. In 1534, he referred to the new land as “Kanata,” which in the Huron language meant “village” or “community.”

Since the time of Cartier, tremendous changes have occurred in Canada. Our country has become home to people of widely differing backgrounds. Advances in technology have changed, and continue to change our lives. These changes influence our beliefs. To understand our Kanata, our changing Canadian community of today, it is necessary to examine our similarities, our differences, our problems, and our prospects.

The Kanata series exposes students to Canadian issues in the hope that students will acquire the characteristics required for constructive Canadian and world citizenship in the coming decades.

## Overview of the Multi-Media package for *Cultures in Canada*

The three components that make up the package for *Cultures in Canada* are:

**Student Book**

**Teaching Unit**

**Filmstrips and Audiotapes**

## Features of Student Book *Cultures in Canada*

- highly readable 96 page text with readability scoring at 6.9 to 8.0
- a liberal number of diagrams, charts, photographs, maps, and illustrations designed to enhance understanding and promote further insights and curiosity
- many real life accounts and interviews, colour-coded for easy identification
- chapter introductions highlighted in bold face

and colour-coded, outlining the issues raised in the chapter

- alphabetical glossary of new words
- questions worked into the text to stimulate student curiosity and assist the study

## Features of the Teaching Unit for *Cultures in Canada*

- provides explicit instructions for implementation of student book
- provides guidelines for incorporating media package
- includes twenty-six core activities
- provides optional suggestions for expanding upon core activities in Things To Think About and Things To Do
- includes bibliography of additional books for more in-depth study
- uses systematic process of inquiry which encourages students to become active inquirers and to gather and process information
- includes formal and overall evaluations

## Features of the Media for *Cultures in Canada*

Filmstrips:

- *People of Canada*
- *The Early Mennonites and Doukhobors in Canada*

Audiotape:

- *Why Canada?*

Script booklet

**KANATA**  
THE CANADIAN STUDIES SERIES



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# Notes to the Teacher

This teaching unit provides explicit instructions for implementation of the student book *Cultures in Canada*. This unit also provides guidelines for incorporating a media package which has been developed to supplement the student book. This package consists of two filmstrips, *People of Canada*, and *The Early Mennonites and Doukhobors in Canada*, and one audiotape, *Why Canada?*

This unit provides twenty-six core activities. Each activity is organized around statements of intentions, a list of materials (when required), and detailed procedures for carrying out the activity. The activities provide for a variety of student experiences including role play, opinion surveys, class discussions, reading analysis, and research. After each activity, there are "Things To Think About" and "Things To Do" which are optional suggestions for expanding upon the core activities. The unit also includes a bibliography of additional books for more in-depth study. For the convenience of teachers who wish to keep notes on activities, space is provided.

The core activities build around the student text which features a variety of case studies, diagrams, maps, charts, illustrations, photographs, and a wide range of source materials. These materials include House of Commons debates, newspaper accounts, first person memoirs, letters, and sociological surveys.

In the process of dealing with the information provided, the students are encouraged to become involved in a variety of learning experiences which will enable them to use and develop a considerable range of skills. They are also asked to make a number of different decisions on the validity of the information, on their attitudes toward basic questions, on the major issue, and on the kinds of actions that seem appropriate.

During the unit, students are exposed to many of the problems to be solved in creating a Canadian identity which accommodates the needs of different ethnic groups within a framework of mutual tolerance.

Students are encouraged to form an opinion regarding the keeping of traditions by deciding what we gain by having many cultures in Canada and whether or not we can be Canadians and still belong to an ethnic group.

Do," provide for integration of Social Studies with other subject areas. The time for each activity may vary, depending on the background experiences of students.

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## Process of Inquiry

This teaching unit encourages students to become active inquirers into one of the vital issues facing Canadians today: Should we keep up the traditions of our ancestors?

Early in the study students are presented with the issue to be explored. Students then review the history of Canadian immigration at various periods of settlement. Throughout the unit the students are involved in gathering and processing information about the experiences of different cultures and how they interact with one another. Finally, they review the arguments for and against keeping up cultural traditions. Students are then asked to re-examine the issue to make an informed decision on the basis of their research and the knowledge they have gained during the course of the unit.

While the process of inquiry has been outlined systematically, the learning setting and learning activities can be adapted to meet individual classroom needs and resources.

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## Evaluation

In this teaching unit, formal evaluations in the form of short objective quizzes follow each chapter. These can be used to judge students' understanding as the unit progresses.

As an overall evaluation, teachers may wish to judge the students' ability to deal with the central issue through a series of review activities. These exercises provide the students with the opportunity to assess their own feelings and to evaluate the experiences and materials that were part of the learning process they have undergone. They do so through a role play exercise, through the drafting of an immigration policy, through the writing of a report, and finally by comparing the results of the pre and post test which they completed at the beginning and end of the unit.

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## Timing

The study using core activities can be completed in about six to eight weeks. Many of the optional activities, "Things To Think About" and "Things To



# MASTER CHART

Process of Inquiry	Activities	Materials	Objectives
<b>Develop awareness</b>	<b>1</b> <b>Page 12</b>	<ul style="list-style-type: none"> <li>• 4 street maps of community</li> <li>• 4 local telephone directories</li> <li>• small, gummed circles in four different colours</li> <li>• Filmstrip: People of Canada</li> </ul>	Collect data on cultural diversity of local community, and establish that people from many different cultures live in Canada.
	<b>2</b> <b>Page 13</b>	<ul style="list-style-type: none"> <li>• Student Master Nos. 2,3,4,</li> <li>• "Keeping traditions"</li> </ul>	Identify issue "Should We Keep Up the Traditions of Our Ancestors?" and develop an awareness of how opinions are formed.
<b>Research issue</b>	<b>3</b> <b>Page 14</b>	<ul style="list-style-type: none"> <li>• Student Master Nos. 5,6</li> <li>• Student Master Nos. 2,3,4</li> </ul>	Formulate research questions on a master chart which will assist students in resolving issue.
	<b>4</b> <b>Page 17</b>	<ul style="list-style-type: none"> <li>• "Where did the first Canadians come from?"</li> <li>• Student Master No. 8</li> </ul>	Distinguish between two different approaches of the unknown: the approach of scientists such as archaeologists, and the approach based on religious faith or personal beliefs.
	<b>5</b> <b>Page 18</b>	<ul style="list-style-type: none"> <li>• Student Master No. 9</li> <li>• "Peoples of the Eastern Woodlands"</li> <li>• "Peoples of the Eastern Farmlands"</li> <li>• "Peoples of the Mountains"</li> <li>• "Peoples of the Pacific Coast"</li> <li>• "Peoples of the Northern Forests and Barren Lands"</li> <li>• "The Inuit"</li> </ul>	Collect and evaluate data on an aspect of one of the seven Native cultural groups. Rank and compare materials gathered in order of their usefulness.
	<b>6</b> <b>Page 21</b>	<ul style="list-style-type: none"> <li>• "The death of a culture"</li> <li>• Barristers' gowns and collars</li> </ul>	Role-play a courtroom scene. Evaluate merits of arguments presented by the 'lawyers' and discuss sentence handed down by judge. Conclude whether or not sentence was "fair," and support answers with reasons.
	<b>7</b> <b>Page 22</b>	<ul style="list-style-type: none"> <li>• "The removal of the Acadians (1755-62)"</li> <li>• Student Master No. 11</li> </ul>	Develop alternative courses of action to the deportation of the Acadians. Identify and evaluate the consequences of these alternatives.
	<b>8</b> <b>Page 23</b>	<ul style="list-style-type: none"> <li>• "The death of a culture"</li> <li>• "Shanawdithit: The last of the Beothuks"</li> <li>• "Cultural effects of contact" chart</li> </ul>	Define what happens when a minority group comes into contact with a majority group. Categorize these interactions as cultural extinction, adaptation, or cultural retention. Compare the results of the contacts of the Beothuks, the Metis and the Acadians with the dominant culture.
	<b>9</b> <b>Page 26</b>	<ul style="list-style-type: none"> <li>• "Periods of settlement"</li> <li>• Student Master No. 13</li> </ul>	Hypothesize about why the Canadian government wanted immigration between 1775 and 1945. Identify the different groups who immigrated. Categorize whether



Process of Inquiry	Activities	Materials	Objectives
			immigration was for political, economic or cultural reasons.
10 Page 27		<ul style="list-style-type: none"><li>• “Immigration for political reasons”</li><li>• Student Master No. 14</li><li>• Chart paper and felt pens</li></ul>	Identify the reasons Loyalists came to Canada in the 1700s. Hypothesize about a list supplies the Loyalists would have required. Compare the hypothetical list with and actual list of supplies provided for the Loyalists.
11 Page 28		<ul style="list-style-type: none"><li>• Student Master No. 15</li><li>• Wall Map of Canada</li></ul>	Identify on a map areas of settlement of the French, British, American and Loyalist settlers in 1800.
12 Page 31		<ul style="list-style-type: none"><li>• “How were native cultures affected?”</li><li>• Student Master No. 17</li></ul>	Identify the optional courses of action open to the Indians who signed the treaties with the government of Canada. Evaluate the consequences of these options and indicate which option might have been the best.
13 Page 32		<ul style="list-style-type: none"><li>• “The Chinese Experience”</li></ul>	Illustrate by means of charts, that not all Canadians receive equal pay for equal work. Debate the issue from the perspectives of both the employer and employee. Develop a law which reflects a viewpoint on how employers should pay employees.
14 Page 33		<ul style="list-style-type: none"><li>• “The Chinese Experience”</li><li>• “Government attitudes”</li><li>• “Special privileges for some</li><li>• Student Master No. 19</li></ul>	Compare the experiences of the Mennonites, Chinese or Doukhobor immigrants who faced discrimination in Canada. Identify the reasons for which these groups were disliked. Evaluate whether or not these reasons were based on fact or fallacy.
15 Page 34		<ul style="list-style-type: none"><li>• Filmstrip: The Early Mennonites and Doukhobors in Canada</li></ul>	Identify the rights and privileges given to the Mennonites and Doukhobors prior to 1900. Explain the attitudes of Canadians towards the Mennonites and Doukhobors during World War 1. Write a position paper on the topic: Should the rights and privileges given to the Doukhobors and Mennonites prior to 1900 be taken away from them now?
16 Page 37		<ul style="list-style-type: none"><li>• “Why did Canada continue to welcome immigrants?”</li></ul>	Describe Mackenzie King’s 1947 immigration policy. List sections of policy that students agree with. Develop an immigration policy incorporating the points from Mackenzie King’s policy which they agree with and changing those which they disagree with.
17 Page 38		<ul style="list-style-type: none"><li>• “The introduction of the point system”</li><li>• Student Master No. 21</li></ul>	Identify the values behind each category in the immigration point system. Develop two profiles of people preparing to move to Canada and give one applicant high points and the other applicant low points.
18 Page 38		<ul style="list-style-type: none"><li>• “The face of Canada changes”</li><li>• Student Master No. 22</li></ul>	Analyse the reading “The face of Canada changes,” which considers the immigration of Blacks from the U.S. before 1914. List the reasons why some Canadians did not want Blacks to come to Canada.



Process of Inquiry	Activities	Materials	Objectives
	<b>19</b> <b>Page 39</b>	<ul style="list-style-type: none"> <li>• “What is Canada like today?”</li> <li>• “Ethnic Origin of Canada's Population” chart</li> <li>• Student Master Nos. 23, 24, 25a and b</li> </ul>	Analyse the ethnic origins of Canadians by means of a table. Identify ethnic groups by means of colour-codes. Compare the chart of ethnic origins on p. 44 with the chart on p. 73. List your province's four largest ethnic groups, and the proportion of French to British.
	<b>20</b> <b>Page 42</b>	<ul style="list-style-type: none"> <li>• “How Canadians see themselves”</li> </ul>	Analyse cultural extinction, adaptation and cultural retention of ethnic groups by means of a table. List each ethnic group given in the table under the appropriate heading. List the reasons some groups lose their culture faster or slower than others.
	<b>21</b> <b>Page 43</b>	<ul style="list-style-type: none"> <li>• Student Master No. 27</li> <li>• “Canadian Views on Ethnic Diversity” table</li> </ul>	Conduct an opinion survey among adults in your community regarding their views on ethnic diversity. Tally the results and convert into percentages. Compare the community survey with a national opinion survey. Express reasons for any discrepancies between the two.
	<b>22</b> <b>Page 44</b>	<ul style="list-style-type: none"> <li>• “The Dene Declaration: Statement of Rights”</li> <li>• Student Master No. 28</li> </ul>	Analyse the Dene Declaration. Interpret the problem from the perspective of both the Dene and non-Dene people. Evaluate the Dene Declaration. Prescribe courses of action for the Canadian government and non-Dene Citizens.
	<b>23</b> <b>Page 47</b>	<ul style="list-style-type: none"> <li>• “Understanding the issue”</li> <li>• “Point system for selecting immigrants” chart</li> <li>• Student Masters Nos. 30, 31, 32, 33, 34, 35</li> </ul>	Role-play immigrants being interviewed by immigration officers. Develop a checklist for the immigrants. Explain the meaning of a quota. Identify the problems faced by immigration officers in selecting immigrants. Express the emotions of people who are accepted or refused as immigrants.
	<b>24</b> <b>Page 48</b>	<ul style="list-style-type: none"> <li>• no materials required</li> </ul>	Develop an immigration policy to be used by immigration officers in selecting new applicants. Evaluate the policies made by groups consisting of people with similar values.
<b>Refocus on issue</b> <b>Make a decision</b>	<b>25</b> <b>Page 49</b>	<ul style="list-style-type: none"> <li>• “Summing up the issue”</li> <li>• “Where do you stand?”</li> </ul>	Refocus on the issue and decide how it should be resolved by drafting a report which answers the question “Should ethnic groups maintain their traditions?”
	<b>26</b> <b>Page 49</b>	<ul style="list-style-type: none"> <li>• Student Master No. 5</li> </ul>	Complete the same questionnaire that was completed in Chapter 1. Compare pre-test and post-test results. Analyse changes in thinking that have occurred. List reasons for the areas where student thinking has not changed.



**TABLE 1**



---

## Activity 1. What Are Our Roots?

### Intention

In this activity students identify examples of cultural diversity in their own community. Students also view a filmstrip which illustrates the diversity of Canadians nationwide.

### Materials

1. Four street maps of your community
2. Four local telephone directories
3. Small gummed circles in four different colours
4. Filmstrip: *People of Canada*

### Procedure

Inform the students that the unit they are going to study is about the people of Canada and their many different cultural and ethnic backgrounds, and that it also deals with some of the issues that result from these different backgrounds.

Divide the class into four groups. Provide each group with a map of your community, a telephone directory, and some gummed circles. Each group should have different coloured gummed circles. Ask each group to use their telephone directory to locate examples of cultural diversity in your community.

Group 1 should locate places of worship that serve different cultural groups. Group 2 should locate restaurants that specialize in dishes from different countries or regions. Group 3 should locate shops that specialize in goods from different countries. Group 4 should locate clubs and organizations that serve members of different cultural groups.

Ask each group to add gummed circles to their map to show the locations of the places they identified.

Invite each group to share the results of its work with the rest of the class. Help students make an accurate generalization about the cultural diversity in their own community.

Advise the students that you are going to show them a filmstrip and that as they watch it they should try to identify which pictures are of Canadians.

Project the filmstrip *People of Canada*. After showing the filmstrip, inform the students that every picture was of a Canadian. Ask the students what conclusion can be drawn from this; clearly establish the fact that people from many different cultures live in Canada. (People descriptions are in Appendix C, pages 53 to 54).

---

## Things To Think About

### A Change of Name

Recall that some immigrants changed their names when they came to Canada because they thought it would be easier to fit in with different names. Ask students to suggest other reasons why people might

change their names.

Explain the regulations regarding changing one's name in your province.

Discuss examples of public figures who have changed their names; e.g., actors, actresses and other performers. Ask students to think about whether or not they would change their names if they wanted to become movie stars or musicians. Ask students to suggest possible names they might select and their reasons for choosing them.

---

## Things To Do

### Report Writing

After reading "Making the familiar strange" on pages 5 and 6 of the student book, have students write reports from an anthropologist's point of view. The reports should describe how Naidanacs might use one of the following: a) a TV set b) automobile c) video games. Encourage students to write their reports in the style of the report on pages 5 and 6. Invite several students to read their reports to the class.

### Library Research

Ask students to select biographies or autobiographies of well-known Canadians. Distribute Student Master No. 1. Each student should prepare a FAMILY TREE similar to the one on page 9 of the student text to illustrate the ethnic heritage of the subject of their biography or autobiography. You may wish to use the family tree in a bulletin board display.

### Charting Class Roots

Distribute three small pieces of paper to each student. Ask students to number their papers 1, 2, and 3, but not to put their names on them. On the first piece, ask students to complete this sentence:

- "I was born in . . . . . ,"  
with the country of their birth.

On the second piece, ask students to complete this sentence:

- "My father was born in . . . . .  
and my mother was born in . . . . . ,"  
naming the countries of their birth.

On the third piece, ask students to complete these sentences:

- "My grandfathers were born in . . . . .  
and . . . . .  
My grandmothers were born in . . . . . and . . . . . ,"  
also naming the countries of their birth, if known.

Collect the papers. Ask a small group of students to sort the papers and use them to prepare three tally charts with these titles: "We were born in these countries," "Our parents were born in these countries," and "Our grandparents were born in these countries," (sample chart on next page).

<b>We were born in these countries.</b>
Canada
Vietnam
Denmark
Hong Kong
Portugal
Kenya

Read the completed charts with the class. Help students identify any patterns revealed by the charts.

**Mapping Class Roots** ✱

Provide three pairs of students with outline maps of the world and atlases. Ask each pair to shade and label the countries listed on one of the charts prepared in “Charting Class Roots.” Ask the students to add titles to their maps, e.g., “Countries Where Our Parents Were Born.” Display the completed maps and charts on a bulletin board.

**Using Reference Materials**

Bring to class several books containing lists of names and their meanings. Ask students to consult the books to find their own given names and their meanings. Ask students to compare several of the books to find out if they agree on the meanings of their names. Ask students to record the meanings listed in each of the books they consulted.

**Teacher Notes**

**Activity 2. Should We Keep Up the Traditions of Our Ancestors?**

**Intention**

Now that students have seen examples of Canada’s cultural differences, students will be asked to find the main issue of the book, and state this issue in the form of a question. To prepare to answer this question students are given a quiz which will help make them aware of the basis on which they form their opinions.

**Materials**

- 1. Student Master Nos. 2, 3, and 4
- 2. “Keeping traditions” on pages 12 and 13 of *Cultures in Canada*

**Procedure**

Have students read pages 12 and 13, “Keeping traditions.” From the reading, have students decide what the main issue of the book is. Have students state this issue in the form of a question, such as: Should we keep up the traditions of our ancestors?

Explain to students that this study will deal with matters on which some people hold very strong opinions. Many of these opinions are open to debate. Tell students you will give them a short quiz which will help them become aware of the basis on which they form an opinion. The quiz will be done anonymously and will not be evaluated. The results are for the students’ information only. Distribute a copy of Student Master No. 2, part A of the quiz. Explain the instructions to the students and have them complete the quiz. Distribute copies of Student Master No. 3, part B of the quiz.

When students have completed the quiz, help them score it using Student Master No. 4. Each student will score his or her own quiz.

High scores (18 and up) suggest that a person makes decisions on the basis of direct knowledge and evidence and is not likely to jump to conclusions. The lower the score, the more likely a person is to jump to conclusions and to prejudge a situation without evidence.

Ask the students to explain why the quiz might suggest such characteristics. Use questions 2 A and B as examples. Point out that if a student had responded that he or she did not like raw oysters — but had never eaten any — then this opinion would not be based on solid grounds.

Discuss the basis on which people form opinions using the following questions as a guide:

- Can you really judge something if you have had little or no experience of it? For example, can you judge the taste of an oyster by its appearance?
- You have probably heard a statement like this: “I love kittens, but I can’t stand cats.” Can you think



of any other similar clichés that deal with people, for example, Canadian Natives? What effect, if any, do such statements have on a person who has never met a Native person?

- People often jump to conclusions based on first impressions or on the hearsay evidence of a friend. Is this a good habit? Can you think of possible dangers in it? What is the difference between taking a friend's word for something — that is, trust — and being gullible?
- Is forming rash conclusions illogical? When isn't it illogical? Is it a good habit?
- What is the difference between forming a rash conclusion about oysters or cats, and doing the same thing about people? What do we usually call such rash, unfounded judgment of a person?

Ask the students to keep the quiz in mind as they go through the unit. Tell them that it is very important that they try to come to conclusions after considering facts and evidence concerning multiculturalism, rather than prejudging the issue.

### ***Teacher Notes***

## **Activity 3. How Do You Research the Issue?**

### ***Intention***

Using the statement of the issue developed in Activity 2, students will be asked to suggest research questions which will help them in the study of the issue. They are also asked to suggest ways of researching the questions. Students are asked to keep in mind the quiz in Activity 2 when formulating their research questions.

### ***Materials***

1. Student Master Nos. 2, 3, and 4
2. Student Master Nos. 5 & 6

### ***Procedure***

Advise students that to assist their study on the people of Canada, you would like them to complete the questionnaire given on the Student Masters. Avoid providing any more explanation as this might prejudice the students' answers.

Stress that the questionnaire is not a test in the usual sense and that it will not be graded. Have the students complete Student Master No. 5 and ensure that they write their names on each sheet. Explain to the students that their copies of the questionnaire will be returned to them later on in the unit. Collect the completed copies of the questionnaire and file them for later use.

Have students refer back to the statement of the issue which was formulated in Activity 2. Help them develop a list of questions they could research to help them resolve this issue. Students should consider questions such as the following:

1. What is an ethnic group?
2. What are Canada's ethnic groups?
3. What are the benefits of keeping traditions?
4. What are the disadvantages of keeping traditions?

When students have developed a list of research questions, brainstorm ways in which they would go about researching the question. The following are examples of how the list should look after brainstorming:

### To What Extent Should We Try to Keep the Traditions of Our Ancestors?

Research Questions	Ways of Researching
What is an ethnic group?	— refer to a number of resource books on ethnic groups
What are Canada's ethnic groups?	— read about history of Canada's ethnic groups — study immigration trends
What are the benefits of keeping traditions? What are the disadvantages?	— examine case studies

Distribute Student Master No. 6 and have students fill in their research questions and ways of researching. Remind students that when they research these questions, they should keep in mind the quiz in Activity 2 in order to form an opinion based on evidence.

## Things To Do

### *Evaluating an Opinion*

Have a student read “When English is the Second Language” on page 12 of the student book. Refer students especially to the fifth paragraph, “Children from European backgrounds don’t have many problems....” Ask students if they can find any evidence in the article that would cause Ms. Procinsky to say this. (Ms. Procinsky is herself an immigrant from India.) Do the students personally know of any evidence to support or dispute her statement? Ask students if they feel Ms. Procinsky’s opinion is based on direct knowledge and evidence, or if they feel her opinion is based on a prejudgment or little evidence.

### *Researching Services*

Refer students back to “When English is the Second Language” on page 12 of the student book. Ask students to describe the special help available to immigrant students in your community. Ask a group of students to interview your school principal to find out what services exist in your school or community. Invite the group to report what they learned. Ask students if they feel that the existing services for immigrant students are adequate.

Ask students to suggest ways of improving existing services for immigrant students. Discuss the pros and cons of their suggestions. Help the class make plans to implement one or more of their suggestions.

## Evaluation

Duplicate Student Master No. 7 and distribute it to the students. This Student Master will test the

students’ understanding of the concepts of culture, ethnic origin, and multiculturalism explored in Chapter 1. You may wish to use the review either as a test or as an open book homework assignment.

### *Teacher Notes*



[illegible]

Europeans and Native peoples viewed each other. The students also see the ways in which the Native peoples and the Europeans learned from each other's culture; the Europeans borrowing Native technology such as toboggans and snowshoes, and the Native peoples using European technology such as knives and axes.

## Activity 4. Myths, Legends, and Artifacts: Keys to Our Past?

### **Intention**

This activity introduces students to two different ways that people approach the unknown: the approach of scientists such as archaeologists and the approach based on religious faith.

### **Materials**

1. "Where did the first Canadians come from?"  
*Cultures in Canada*, pages 14 and 15
2. Student Master No. 8

### **Procedure**

Ask students to read the section of Chapter 2, "Where did the first Canadians come from?"

Ask students to paraphrase the two theories of where the first Canadians came from:

1. Archaeologists believe they came from Asia long ago by way of the Bering land bridge.
2. Some people believe the first Canadians were created right here in Canada by supernatural spirits.

Discuss with students the different approaches and beliefs underlying these two theories. The archaeologists base their conclusions on the physical evidence they find. They study artifacts from the past. They use special tests to determine the age of the artifacts they find. They compare the artifacts found in different places.

The people who believe that the first Canadians were not immigrants but were created here in Canada approach the questions differently. They turn to the history of our Native people. This history has been passed to us in stories. Many of the Native histories teach that the groups were created by spirits here in Canada. Some people accept this idea as part of their religious faith. It is part of their personal understanding of life and the relationship between people and spirits.

Ask questions to help students recognize the strengths and weaknesses of the two approaches, e.g.:

- Do archeologists have all of the artifacts made by the people who lived long ago?
- What are some reasons why only a relatively small number of artifacts has been found? Can artifacts and petroglyphs and other archaeological evidence explain how people came to inhabit the Earth in the first place?
- What reliable information can archaeologists give us?
- Are old stories a good way of finding out what happened in the past? What might cause stories to change over a long period of time?
- Are legends usually considered to be true stories?
- What other legends have you heard or read that

explain something which is unknown?

Ask students what they personally would consider good evidence to prove either that the first Canadians came from Asia or that the first Canadians were created right here.

Ask students to complete Student Master No. 8. Discuss the completed Student Masters with the class, encouraging students to explain why they answered as they did.

### **Teacher Notes**



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## Activity 5. Who Were the First Canadians?

### Intention

This activity involves locating and evaluating library materials. This material will be used to prepare a report on an aspect of one of the seven Native cultural groups.

### Materials

1. Student Master No. 9
2. In *Cultures in Canada*:
  - “Peoples of the Eastern Woodlands,” page 16
  - “Peoples of the Eastern Farmlands,” page 16
  - “Peoples of the Plains,” page 16
  - “Peoples of the Mountains,” page 16
  - “Peoples of the Pacific Coast,” page 17
  - “Peoples of the Northern Forests and Barren Lands,” page 17
  - “The Inuit,” page 17

### Procedure

Take your class to your school or public library and review the cataloguing system and location of reference books and non-print materials.

Ask students to select one of the Native cultures listed on pages 16 and 17 of their textbooks. Point out to students the specific tribes or groups of tribes (nations) within each cultural group. Students may prefer to select one of these tribes or nations to study instead of the cultural group. Have the students use the library to identify at least three sources of information concerning their group.

Ask them to use Student Master No. 9 to record the bibliographic data for each useful item. If students are unable to locate three sources of information, ask them to select another group.

As a follow-up, ask students to exchange their completed Student Masters with a partner who chose a different group.

Have students locate the materials in the lists they received and use them to prepare one-page reports describing an interesting feature of that group's culture.

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## Things To Do

### Identifying Values

Read aloud some quotations from French and Native Indian descriptions of one another on pages 20 and 21 of the student book. Ask the class to identify the values and beliefs that each statement implies.

e.g. -Jean de Brebeuf wrote:

*“(The Hurons) are obstinate, and attached to their superstitions and evil customs.*

*This implies that he values flexibility, agreeableness, and the truth. He believes some customs are good and others are evil.*

-Gabriel Sagard wrote:

*“(The Indians around Quebec City) think (a beard) makes people more ugly and weakens their intelligence.”*

*This implies that these people value a certain kind of attractiveness and intelligence. They believe grooming habits affect a person's intelligence.*

As students identify the values behind the statements, ask students if they share them. Ask students to explain why they reject those values they do not share. Help students assess the values they have identified by asking:

- What would it be like if everyone in our community accepted this value? Would things be better or worse? In what ways?
- What would it be like if everyone in our community rejected this value? Would things be better or worse? In what ways?

### Collage Making

Bring old catalogues and magazines to class. Ask students to make collages illustrating examples of cultural borrowing in their own lives. They might include foods, clothing, music, furniture, movies, TV shows, or any other goods that originated with cultural groups other than the student's own. The collages may include pictures from magazines and catalogues or sketches drawn by the students.

### Mapping the Vikings

After students have read pages 18 and 19 in the student text, you may want them to further research the topic by showing the NFB film *Viking Visitors to North America*. When students are sufficiently knowledgeable about Vikings, help them locate on a wall map the sites in North America which historians believe were occupied or visited by Vikings. Ask students to identify the evidence of Viking settlement at the L'Anse aux Meadows site. Ask students to explain why some people believe the tablet found in the American midwest may be a fake.

### Examining Viewpoints

Examine the two pictures on page 19. The picture on the left is of an Iroquois, and the picture on the right is of an Inuit. Both of these pictures were drawn by Europeans. Write a list of adjectives to describe each picture. Why might the artists have drawn the pictures as they are? What if you found out that the artists had never seen Native people? Would this help you decide whether these pictures were exaggerated or not? What does this tell you about how one culture reacts to another? Ask a student to read pages 19, 20, and 21. Ask students if they think one cultural group can accurately describe another. Under what conditions might it be possible for one group to speak accurately about another? Is it possible that even with a great deal of knowledge, one group could describe another in a

biased way? Why might this happen? Have students go back to the research they did at the beginning of the chapter. From this information, could they draw what they think is an accurate picture of a Native person?

### ***Summarizing the Chapter***

Demonstrate how to make brief notes summarizing the information in Chapter 2. Identify the main subheadings in the chapter: “Where did the first Canadians come from?” “Early Native cultures,” “The Europeans arrive,” and so on. Ask students to re-read each subsection and suggest the most important points in each one. You may wish to record the first two on the blackboard as models.

e.g.,

Where did the first Canadians come from? -No one knows for sure.

- Archeologists believe the first Canadians came from Asia across a land bridge.

- Some people believe the first Canadians were created in Canada.

Early Native cultures

- Seven distinct Native cultures existed in Canada.

- The cultural differences were the result of different environments.

- The Native people spoke many different languages.

Have students write summaries in their notebooks for all of the subsections in Chapter 2. You may wish to have students summarize every chapter as they read the textbook.

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## **Evaluation**

Duplicate Student Master No. 10 and distribute it to the students. This Student Master will test the students’ understanding of the two theories concerning where the Native peoples originated from, the seven Native cultural groups, and how the Native peoples and the Europeans interacted, which are explored in Chapter 2. The Review can be used either as a test or as an open book homework assignment.

### ***Teacher Notes***



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# Activity 6. What Would You Do?

## Intention

Students will act out a courtroom scene. The audience will evaluate the arguments presented by the “lawyers” and decide whether or not they would have passed the same sentence imposed by the “judge.”

## Materials

1. “The death of a culture,” *Cultures in Canada*, page 25
2. If possible, barristers’ gowns and collars for the students involved in the role play

## Procedure

To prepare students for the role playing exercise, have them read pages 23-26 of the student text.

Select three students to prepare to role play this scene:

Setting: courtroom

Characters: judge, Crown lawyer, defence lawyer

Situation: the trial of one of the members of a raiding party that killed many Beothuks. A jury has found the accused individual guilty of killing several Beothuk people.

Assignment: Each lawyer will address the judge regarding the sentencing of the guilty person. The lawyers will tell the judge what an appropriate sentence would be. The judge listens to the submissions and makes a decision.

Allow the actors time to prepare and practise in privacy. Following the presentation of the role play, debrief with the class. Discuss the merits of the arguments each character presented. Discuss the sentence handed down by the judge. Ask the students whether or not they think the sentence was fair. Ask if the same sentence would be appropriate for all murderers. Ask if there should be any exceptions. Encourage students to support their answers with reasons.

**Following the discussion, ask students to finish these sentences in their notebooks:**

- If I were the judge, I would have .....
- I would have made that decision because .....

# Things To Do

## Comparing Advantages and Disadvantages

Have students re-read the section “The Fur Trade” in their textbooks. Write the headings “Advantages” and “Disadvantages” on the blackboard. Ask students to consider the fur trade from the Indian point of view. Ask them to suggest advantages and disadvantages to the Native people involved in the fur trade. Record their ideas in point form under the appropriate headings.

When the class is unable to generate any more points, ask students to copy the lists into their notebooks. Ask them to list the points in order of their importance rather than randomly as they are on the blackboard. Beneath the lists ask each student to write a sentence stating whether or not the overall advantages of the fur trade for the Indians outweighed the overall disadvantages.

## Poetry Writing

After reading pages 25 and 26 which describe the extermination of the Beothuks, ask students to write poems expressing their feelings about this tragedy. Invite several students to share their poems with the class.

## Preparing Oral Reports

Select a group of four or five students. Ask those students to read the book *The Red Ochre People*, and review pages 25 and 26 of the text. Ask the group to prepare reports on various aspects of Beothuk culture. The students can decide among themselves how to share the responsibility. Have the group present brief oral reports to the whole class. Encourage the class to ask questions about the information in the reports.

## Identifying Values in a Videotape

Obtain the videotape, *The Métis, Our New Nation People*, produced by the Saskatchewan Department of Education. This is a 30-minute colour videotape produced in 1977 as part of the Western Profiles Series. It presents the daily activities in the Métis community of Green Lake. The videotape illustrates the culture and values of the Métis. Before showing the videotape to the class, explain that it illustrates Métis life today.

Have students read “A new culture is born” on page 27 of their textbooks to recall the origins of the Métis culture. Ask students to identify some of the values of today’s Métis while they watch the videotape. Debrief after viewing the videotape.

## Researching Métis Women

Ask a student to read aloud the passage on page 27 of the student text describing the main activity in Métis life in the early days. Explain that buffalo hunting was a male activity. Assign a small group of students the task of finding out what Métis women did during the buffalo hunts and during the rest of the year. Students should begin their research by using the Subject Catalogue in the library to locate material dealing with the Métis. Have the group report their findings to the class. The class presentation may include charts and illustrations as well as an oral component.



## Activity 7. Advise Governor Lawrence on the Acadians

### **Intention**

This activity requires students to consider alternatives to the deportation of the Acadians and to identify and evaluate the consequences of alternate courses of action.

### **Materials**

1. "The removal of the Acadians (1755-62)," *Cultures in Canada*, pages 28-30
2. Student Master No. 11

### **Procedure**

Have students read the section on the removal of the Acadians. Ask students to imagine that they are advisors to Governor Lawrence in 1755. Ask them to imagine that Lawrence is trying to decide what to do with the Acadians. The British settlers in the region are jealous of the good farms the Acadians own. The Acadians are refusing to swear an oath that would require them to fight for Britain in any future wars against France. The Governor is undecided about how to handle the situation.

Ask students to write briefs to Governor Lawrence telling him how he should handle the situation. Students should write their briefs on the top half of Student Master No. 11. Encourage students to support their suggestions with reasons.

Ask students to exchange their completed briefs with a partner. Ask the partners to read one another's briefs and imagine that Governor Lawrence had accepted the advice contained in their partners' briefs.

Have students list in point form the consequences of accepting their partners' advice. Have them list the consequences on the bottom of their partners' Student Master sheets. Ask students to add the check marks and X's to their consequences as directed on the Student Masters.

Have the partners return their lists of consequences and discuss them with one another.

Invite several students to read their briefs aloud to the class. Ask them to also read the consequences of following the advice contained in the briefs. Briefly summarize on the blackboard the suggestions contained in these briefs.

Ask the class to consider which one of the several suggestions read aloud would have been best from the point of view of the Acadians. Ask the class to consider which one of the suggestions would have been best from the point of view of the British settlers in the area. Ask students to indicate by a show of hands which of the suggestions they would have accepted if they had been in Lawrence's shoes.

### **Teacher Notes**

## Things To Think About

### ***Pelagie's Feelings***

Read the class selections from an English translation of Antonine Maillet's *Pelagie-la-Charette*. This is the story of Pelagie's ten-year trip from Georgia back to Acadia. Encourage students to identify the feelings and emotions of the main character.

### ***Evangeline's Feelings***

Read Longfellow's *Evangeline* with the class. Ask students to summarize the story line of the poem. Ask students to identify passages which describe Evangeline's feelings and emotions.

## Bilingualism

Write this sentence on the blackboard: “Canada is officially a bilingual country.” Ask students to think about the consequences and implications of that statement. Invite the class to suggest as many consequences and implications as possible. Record the points on which there is agreement.

Ask students to copy the list of consequences and implications in their notebooks, but in two categories. The first list should include only the desirable or positive consequences and implications of living in an officially bilingual country. The second list should include only the undesirable or negative consequences and implications of living in an officially bilingual country.

## Things To Do

### Researching Louisbourg

Have students re-read the sections “The French and English rivalry” and “The removal of the Acadians (1755-62)” on pages 28-30. Recall that the fortress at Louisbourg was an important part of the struggle for control of North America.

Show the class the sound filmstrip *History of Louisbourg (1716-1768)* produced by the NFB in cooperation with Parks Canada. It is part of the set entitled “Fortress of Louisbourg,” available through McIntyre Educational Media Ltd., 30 Kelfield St., Rexdale, Ontario, M9W 5A2. Ask students to explain why Louisbourg was important in the struggle for control of North America.

### Teacher Notes

## Activity 8. What Happens When Two Different Cultures Meet?

### Intention

This activity begins to probe into what may happen when a minority group comes into contact with a majority group. In particular, the students examine three options that are open to minority groups: cultural extinction, adaptation, and cultural retention.

### Materials

1. In *Cultures in Canada*:
  - “The death of a culture,” page 25
  - “Shanawdithit, The Last of the Beothuks,” page 26
  - “Cultural effects of contact” chart, page 32

### Procedure

Remind students of the situation of Shanawdithit and the Beothuks. Ask students how they would have dealt with the situation if they had been part of the Beothuk tribe. Then pose the question: Is there anything that you as a Beothuk could really have done — or would it have depended on the dominant group?

Refer students to the diagram on page 32 of the student book, and explain the terms:

1. Majority Group — the group with the greatest number of people.
2. Minority Group — any group with fewer people than the majority group.
3. Cultural Extinction — the minority group is completely absorbed in the culture of the dominant group.
4. Adaptation — the minority group retains part of its identity but adopts many aspects of the majority culture. (Point out that this option could be seen as one stage in the movement towards cultural extinction. On the other hand, it might be a way station before the group reasserts its original culture.)
5. Cultural Retention — the minority group retains its own culture.

Ask students to suggest which of the above (cultural extinction, adaptation, or cultural retention) happened to each of the following groups:

1. The Beothuks (cultural extinction)
2. The Métis (adaptation)
3. The Acadians (cultural retention)

Inform students that throughout the book, they will see examples of minority groups facing majority groups. Tell students to be aware of how these groups are affected by their interaction with each other.

## Evaluation

Duplicate Student Master No. 12 and distribute it to



the students. This Student Master will test the students' understanding of the fur trade and its consequences, the emergence of the Métis culture, and French and English rivalry, which are explored in Chapter 3. You may wish to use the Review either as a test or as an open book homework assignment.

*Teacher Notes*

# Immigration Before 1945



# Overview

Chapter 4 deals with the reasons why people immigrated to Canada between 1775 and 1945. Political, economic, and cultural factors are examined as reasons the Canadian government encouraged immigrants to come to Canada. This chapter also

explains situations in other countries which made people want to leave their homelands to come to Canada. These are push and pull factors of immigration.



# Activity 9. Forming Hypotheses

## Intention

Students are introduced to the concept of hypothesis in this exercise. After examining an immigration time line, students are asked to apply this concept to hypothesize why they think the government wanted immigration between 1775 and 1945. These hypothesized reasons are then categorized as either political, economic, or cultural.

## Materials

- 1. "Periods of settlement," *Cultures in Canada*, pages 34 and 35
- 2. Student Master No. 13

## Procedure

Have students read "Periods of settlement" on pages 34 and 35. Distribute Student Master No. 13. Ask students to complete the first two columns by identifying from the time line the different groups who immigrated between 1775 and 1945.

After completing this much of the Student Master, tell the students that they are going to be asked to guess the government's reasons for wanting immigrants to come to Canada during these different years. Explain to students that a guess based on what they already know is called a hypothesis. Let students write their hypotheses in the third column of the Student Master.

Through discussion, have students examine their hypotheses, and ask if the hypotheses can be stated in general statements explaining why the Canadian government encouraged immigration from 1775 to 1945. The statements should be similar to the following:

- 1. to build a strong Canada
- 2. to build a prosperous Canada
- 3. to maintain a British Canadian culture

Explain to students that building a strong Canada is a political reason for wanting immigration, building a prosperous Canada is an economic reason, and maintaining a British Canadian culture is a cultural reason. Have students fill these reasons in at the bottom of their Student Masters.

Students should now be able to hypothesize whether immigration in each instance on their Student Master was encouraged for political, economic, or cultural reasons. Have students fill in the last column of the Student Master.

The completed Student Master should look something like this:

## Why Did the Canadian Government Encourage Immigration?

Year	Group	Reason Canadian wanted these immigrants	Political Economic Cultural
1775-90	British colonists	to strengthen the British population so that they are not taken over	Political

In general, the Canadian government wanted immigrants between 1775 and 1945 for these reasons:

1.	to build a strong Canada	this is a political reason
2.	to build a prosperous Canada	this is an economic reason
3.	to maintain a British Canadian culture	this is a cultural reason

Tell students that in Chapter 4 they will be able to test their hypotheses regarding why the government wanted immigrants, and will also learn what factors led immigrants to leave their homelands to come to Canada.

## Teacher Notes

# Activity 10. Predict What a Loyalist Would Need

## Intention

In this activity students work in groups to identify the supplies they think the Loyalists would have needed. They then compare their predictions with a list of the supplies that were actually provided.

## Materials

- 1. “Immigration for political reasons,” *Cultures in Canada*, pages 36 and 37
- 2. Student Master No. 14
- 3. Chart paper and felt pens

## Procedure

Ask a student to read aloud the section “The Loyalists” on page 36 of the student text. Tell students that the British government gave the Loyalists supplies in addition to free land. Ask the class to imagine what supplies the Loyalists would have needed coming to live in British North America.

Divide the class into groups of four or five students. Ask each group to select a recorder. Have each group prepare a list of the things they think the British government might have provided. Remind the students that the Loyalists arrived at the end of the eighteenth century. Items invented later should not be included in the lists.

Invite one of the groups to read its completed list. Discuss the items that group has listed. Ask if all the items were available in the eighteenth century. Ask if a family could survive in an unsettled area with these supplies.

Distribute copies of Student Master No. 14 listing the supplies that were actually provided for the Loyalists. Ask the groups to put check marks beside the things they accurately predicted. Ask them to put X’s beside the things they listed but which were not actually provided. Ask them to add any items they had not thought of.

# Things To Think About

## Immigration Policy

Ask students to read pages 36–39 of the textbook. Ask one student to orally summarize “Immigration for political reasons.” Ask students to explain the government’s rationale for encouraging immigration. Have two other students orally summarize “Immigration for economic reasons” and “Immigration for cultural reasons.” Ask students to explain Sifton’s rationale for encouraging European farmers and other workers to come to Canada. Ask students to explain why some Canadians criticized Sifton’s policy.

Ask the class to imagine that they were living in Canada at the turn of the century. People were discussing Sifton’s policies. Some agreed with him. Others disagreed. Ask students what people would have said in a discussion of Sifton’s policies. Encourage students to support their positions with reasons. Ask questions such as:

- Would you feel the same way if you were — a European immigrant, a French Canadian, a Native Indian, a member of a Loyalist family?
- Do you think that this argument is still valid today?
- What are the values underlying this argument?
- What would our community be like if everyone accepted those values?

# Things To Do

## Designing Posters

Provide students with large pieces of bristol board. Ask them to design posters to attract settlers to Canada in the late 1800s. The posters should illustrate features of life in Canada that would appeal to people living in poverty or suffering persecution in Europe during the late 1800s. Since the people seeing the posters would probably not be able to read English, the posters should be mainly pictorial.

Teacher Notes



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## Activity 11. Where Did People Settle?

### **Intention**

In this activity students interpret a map which illustrates early settlement patterns.

### **Materials**

1. Student Master No. 15
2. Wall map of Canada

### **Procedure**

Distribute Student Master No. 15. Point out on a wall map of Canada the area represented by the map on the Student Master. Refer students to the legend. Help them locate the areas occupied by these four categories of European settlers.

Ask questions about the maps such as:

- Where did most of the French settlers live in 1800?
- Which regions had British and American settlers occupied prior to the arrival of the Loyalists?
- Which regions were relatively unaffected by the arrival of the Loyalists?
- Which region had the greatest cultural diversity by 1800?
- Which regions had homogeneous populations in 1800?

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## Things To Do

### **Role Playing**

Ask the students to classify the reasons for immigration into two main categories: push and pull. Explain that immigrants are:

1. pushed out of their own countries by such forces as religious or political persecution, war, and natural disasters,
2. pulled to another country by promises of land, economic benefits, and personal freedom.

In most cases, the same individual experiences both push and pull. Tell students that they are going to discover examples of push and pull factors by listening to some tape-recorded interviews with pioneer Albertans who were immigrants to Canada, and by reading pages 39 and 40 of the textbook. Have students read the text, and then play the audiotape. (Script is in Appendix C, pages 56 to 58.) Discuss the push and pull factors. This will prepare them to role play the following scene.

Setting: the home of a Ukrainian family in the 1890s

Characters: husband, wife, children

Situation: The family has seen some posters advertising Canada. Some neighbour families have already left for Canada. The family is deciding whether or not to leave the Ukraine and go to Canada.

Assignment: The family will discuss the pros and cons of moving to Canada. At the end of the discussion they will reach a decision.

Following the presentation of the role play, debrief with the class. Invite the audience to comment on the concerns and hopes expressed by the characters. Ask the class to indicate by a show of hands if they would have reached the same decision as the characters in the role play. Invite students who would have reached a different decision to explain some of their reasons.

### **Diary Writing**

Ask a student to read aloud the description on pages 41 and 42 of the textbook of the conditions on the ships that brought people to Canada. Ask students to imagine that they are on board one of these ships. Have students write diary entries from the point of view of a 12 or 13-year-old child. The diary entries should describe: how the day was spent, the things that happened, some of the people on the ship, and the child's feelings and emotions.

Ask students to exchange their completed diary entries with a partner. The partners should read and discuss one another's diary entries. Encourage students to comment on the realism and believability of their partner's diary entries

### **Identifying Push-Pull Factors**

Have students read the focus on page 42 and the memories on page 43. Then show students the filmstrip *Flight from Famine*. This filmstrip and the accompanying audiotape are from the set entitled "The Immigration Experience" produced by the NFB in cooperation with the National Museum of Man. Ask students to identify and compare the push factors and the pull factors that influenced these Irish and Ukrainian settlers who came to Canada.

### **Graphing Ethnic Origin**

Assign five students the task of making pie graphs to illustrate the information in the ethnic origin table on page 44 of the textbook. Provide the students with chart paper, a large compass, a protractor, rulers, and coloured felt pens. One student should prepare the pie graph for each of the years shown. Have students group all of the ethnic groups representing less than 1% of the population in the "other" category.

Show the students how to use a pocket calculator to convert percentages into degrees for their pie graphs; e.g.: People from the British Isles formed 57.07% of Canada's population in 1901. To find out how many degrees of the circle will represent the British group, students should follow these steps:

- Enter 360
- Enter X
- Enter 57.07
- Enter %

Ensure that the students preparing the graphs use the

same sized circles and the same colour scheme. Have them add titles and legends explaining their colour schemes. Display the completed pie graphs. Help the class interpret the information illustrated on the graphs. Identify ways in which the origins of Canadians changed over those 40 years and the ways in which they remained the same.

### ***Making and Testing Hypotheses***

Refer students to the list on page 44 of their textbook showing the percentage of foreign-born people in selected cities in 1941. Ask students to identify the three cities with the highest percentages of foreign-born people and the three cities with the lowest percentages of foreign-born people.

Encourage students to identify a pattern in these percentages. (More immigrants lived in western cities than those in eastern cities in 1941.) Ask students to suggest possible reasons for this pattern. Record the ideas put forward by the class; e.g., students might hypothesize that immigrants settled in Vancouver for these reasons:

- It is a port city. People arrived there and decided to settle there.
- There were lots of jobs there. People came to Vancouver to get jobs.
- The climate of Vancouver is rainy in the winter. Immigrants from Britain were used to rainy winters so they settled in Vancouver, etc.

For each of these possible explanations suggested by the class, ask students to propose a way of testing it to find out if the explanation is valid. Work through the first few with the class to help them comprehend the task; e.g.,

- The first explanation for the high percentage of immigrants in Vancouver could be tested by looking at other ports. Did all port cities have a high percentage of immigrants? If so, this explanation may be valid.
- The second explanation could be tested by looking at old newspaper Help Wanted ads. Did Vancouver papers have more job opportunities listed than the papers in other cities? If so, this explanation may be valid.
- The third explanation could be tested by interviewing some immigrants and asking them if the climate was a factor in their decision to settle in Vancouver. If they said yes, this explanation may be valid.

The purpose of this activity is to help students think of ways of testing and proving or disproving their explanations for the pattern of settlement. Students will not follow through collecting the necessary data. They will just identify ways their explanations could be proven or disproven.

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## **Evaluation**

Duplicate Student Master No. 16 and distribute it to the students. This Student Master will test the students' understanding of the immigrants who came to Canada before 1945, and why they came, as well as how this was affected by Canada's immigration policy at the time, which are explored in Chapter 4. You may wish to use the Review either as a test or as an open book homework assignment.

### ***Teacher Notes***



# Adjusting to One Another



# Overview

Chapter 5 examines a number of cultural groups living in Canada during the early years of immigration. The interaction of these groups is highlighted, especially how the different groups treated each other in the past. In particular, Chapter 5 looks at the formation of

Indian treaties, the rebellion of the Métis against the changes brought by the settlers, the special privileges given to some religious groups, discrimination against the Chinese in British Columbia, and the internment of the Japanese during world War II.



## Activity 12. Treaties: What Choices Did the Native People Have?

### Intention

In this activity, students identify and evaluate the choices open to the Indians who signed treaties with the government of Canada.

### Materials

1. "How were Native cultures affected?" *Cultures in Canada*, page 45
2. Student Master No. 17

### Procedure

Ask students to read the section "How were Native cultures affected?" beginning on page 45 of their textbooks. Recall that many Indian tribes signed treaties with the government of Canada.

Ask students to suggest the choices that were open to the Indians when the government offered the treaties. Have students record these choices and the consequences on Student Master No. 17. The following example is given on the Student Master.

What Choices Did the Native People Have?	
Choice	Consequences
Refuse to sign the treaty	-Army might force Indians off land. -The Indians might be deported like the Acadians were. -The Indians might be killed like the Beothuks were. - Other tribes might join the refusal to sign treaties.

When students have completed the Student Master, write the options and conclusions suggested by students on the blackboard. Ask students to decide how the Indian people might have felt about the choices. Add "Sign the treaties" to the list of options. Ask students to indicate by a show of hands which option they think would have been the wisest choice. Record the results of the voting next to each option.

## Things To Do

### Summarizing a Film on Potlatches

Show students the film *Potlatch: A Strict Law Bids Us Dance*. This film presents the story of the conflict between the Native people and the Europeans from the Kwakiutl point of view. The film is available through Pacific Cinematheque, 1616 West 3rd Ave., Vancouver, B.C., V6J 1K2. Ask students to summarize the reasons why the potlatch was so important to the West Coast Indians.

### Library Research

Have the students read "Gabriel Dumont and the

Métis" on page 48 of the textbook. Based on the reading, discuss the following questions:

- Who were the Métis?
- What skills of both the Europeans and the Indians did many Métis like Gabriel Dumont have?
- Where had the Métis gone to hunt and farm after 1870?
- How did the Métis feel about the new settlers who came to live near them?
- Why was Dumont willing to fight for his people's rights?
- How did the government react to the Métis concerns?

Distribute Student Master No. 18 and ask the students to complete the first part of the chart.

Have students read "The Métis struggle" on pages 49 and 50 of the textbook. Based on the reading, discuss the following questions:

- Why was Louis Riel chosen as a leader of the Métis?
- What were his personal strengths and weaknesses?
- What rights were the Métis fighting for?

Ask the students to complete the second part of the Student Master. In order to have the students complete the chart, have students do library research to find out information on Big Bear and Chief Crowfoot. Have students compare the personal traits of the four men, and the position the Canadian government took regarding the problems each man saw.

### Debating

Select teams of students to debate this resolution: "Louis Riel deserves to be considered a hero." Provide the debating team with time to do library research and prepare for the debate.

Recall that Louis Riel was hanged for his part in the Northwest Rebellion. Explain that in Canada people are no longer killed for committing crimes and that serious criminals are sentenced to long prison terms instead. Discuss the pros and cons of this change. Encourage students to consider the consequences of killing criminals and the consequences of giving them long prison terms. Ask questions to prompt students to consider the issue from several points of view; e.g. from the point of view of the victims of crimes, the families of the criminals, the people who work in prisons, the criminals themselves, other people in the community.

Following the discussion, ask students to express their opinions on the issue of whether or not criminals should be killed. You may wish to have students vote on a private ballot or vote by a show of hands. Record the results of the vote.



## Activity 13. Should Some Workers be Paid More Than Others?

### Intention

This activity requires students to consider the pros and cons of legislation concerning equal pay for equal work.

### Materials

1. "The Chinese Experience," *Cultures in Canada*, pages 50-52

### Procedure

After students have read "The Chinese Experience" on page 50, ask a student to read aloud the paragraph on page 51 which describes how the wages of Chinese workers compared with the wages paid to other workers on the CPR. Ask students if they think this was fair.

Ask if everyone doing the same job should be paid the same amount. Explain that on many occasions Canadian women have been paid less than men for doing the same job. Put the following two charts on the board or on chart paper for the students to see.

Toronto Teachers' Salaries		
Date	Women	Men
1858	\$240-400	\$520- 700
1870	\$220-400	\$600- 700
1881	\$200-600	\$750-1100
1901	\$225-675	\$600- 900

Royal City Mills Vancouver	
Salaries in the 1890s	
White sawyers	\$2.25 per day
Japanese sawyers	\$1.25 per day

After reviewing the first chart, ask questions such as:

- What does this salary chart show?
- How would you feel if you were paid less than someone else doing the same job?
- Was this fair?

After reviewing the Royal City Mills salaries chart, ask students if these examples show that employees have been treated equally in the past. Ask if they think employers should be allowed to pay workers whatever they like. Ask if there should be laws requiring employers to pay all workers equally. Help students consider both sides of the question by asking questions such as:

- If there was a law requiring employers to pay all workers equally, should there be any exceptions?
- Is it fair to pay an experienced worker more than an inexperienced worker?

- Is it fair to pay a fast worker more than a slow worker?
- If you were an employer, what kind of labour laws would you want?
- If you were an employee, what kind of labour laws would you want?

Following a discussion of the issue, ask each student to write a law that reflects their view on how employers should pay their employees. Invite several students to read their laws aloud. Ask the class to predict the consequences of implementing their classmates' laws in your province.

## Things To Do

### Forming Government Policy

Tell the students that they are the Canadian government. They must make a decision on the following question: "What should be the Canadian government's responsibilities toward the Chinese workers?" Students may wish to refer back to pages 50-52 of the student text. The following questions can be used to help the government formulate its policy:

- Have you ever felt that you were disliked by someone for no reason? Recall how you felt. How do you think the Chinese reacted to the views people had of them?
- What basic rights should be guaranteed to people who come to work and live in Canada?
- Should the government have ignored the treatment of the Chinese?
- Who should be responsible for ensuring people's basic rights, the federal or provincial governments?
- Why did the Canadian government decide to tax new Chinese immigrants?

When students have reviewed and answered these questions, have them complete the following statement: "The Canadian government should ...."

### Role Playing

After students have read "The Chinese Experience," select four students to prepare to role play this scene:

Setting: An apartment in Vancouver at the turn of the century.

Characters: Four Chinese men who originally came to Canada to work on the CPR.

Situation: These men are friends. They all have families still in China. The four men have all been discriminated against and badly treated in Canada.

Assignment: Each character will relate examples of being discriminated against. They will discuss their feelings and emotions resulting from being discriminated against. They will discuss the difficulties resulting from separation from their families.

Following the presentation of the role play, debrief with the class. Ask the audience if they would feel the way these characters felt if they had been discriminated against on the basis of their ethnic background. Ask the class to suggest some things the Canadian government might have done to ease the suffering of people like these four men.

### ***Teacher Notes***

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## **Activity 14. Fact or Fallacy?**

### ***Intention***

In this activity, students will compare three cultural groups who faced strong feelings against them. The students will look at why these groups were disliked, and will be encouraged to decide whether the reasons for disliking each group were based on fact or fallacy.

### ***Materials***

1. In *Cultures in Canada*:
  - “The Chinese Experience,” pages 50-52
  - “Government attitudes,” pages 52-54
  - “Special privileges for some,” pages 54-55
2. Student Master No. 19

### ***Procedure***

Have students complete the reading from pages 50-55 of the textbook. Explain to students that this reading illustrates three groups who were at some point disliked by many people.

Distribute Student Master No. 19. Tell students to choose one of the three groups, the Chinese, the Mennonites, or the Doukhobors, and fill in on the Student Master why the group was needed in Canada, and why they were unwanted in Canada.

Students can complete the source column by filling in the name of the person or group who supported the reason outlined. You may wish to introduce additional library material to help students with this activity.

Ask students to consider the credibility of each source and the reasons provided by the source. Have students examine each piece of information to determine whether the information is very reliable (V), fairly reliable (F), which means they have some doubts about this source, and not reliable (N), meaning there are many reasons why this source is not reliable. Write these terms on the blackboard, and have students discuss their perceptions of the reliability of each piece of information. Ask students to defend their answers. Have students add this information to the “Credibility” space on the Student Master.

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## **Things To Think About**

### ***Government Attitudes***

Have students refer back to the reading on pages 52-54 of the student text. Pose the following questions:

- Why would the teacher make the students sit in the corner if they spoke Ukrainian?
- Do you think that this was a proper thing to do? Why?
- What kind of educational system does Mr. Boyle want in Alberta?
- Considering that this was written in 1913, do you agree with Mr. Boyle’s statement?



- Do you think the same policy should be followed in the schools today?

Based on the questions above, ask students what they think the role of schools was for dealing with minority groups in 1913?

Refer students back to the “Cultural effects of contact” chart on page 32 of the student text. Was the role of the schools cultural retention, cultural extinction, or adaptation?

## Things To Do

### *Preparing an Audiotape*

Have a pair of students prepare an audiotape to accompany the filmstrip *The Early Mennonites and Doukhobors in Canada*. Appendix C, pages 54 to 56, contains a description of the filmstrip frame by frame. Copy this appendix for the students preparing the audiotape. It is suggested that they use this description as a guide for the script of their audiotape. The pair of students that prepare the audiotape will be able to present the filmstrip and tape to the class in Activity 15, “Should Some Ethnic Groups Be Given Special Privileges?”

### *Teacher Notes*

## Activity 15. Should Some Ethnic Groups Be Given Special Privileges?

### *Intention*

The purpose of this activity is to examine one aspect of Canada’s past immigration policies and to reach a decision on the question of whether some groups should be allowed special rights. The students analyse the question of special rights by means of a filmstrip which concerns the Mennonites and Doukhobors. They are then asked to write a position paper taking a stand on the issue.

### *Materials*

1. Filmstrip: *The Early Mennonites and Doukhobors in Canada*

### *Procedure*

Explain to the students that they will now examine whether certain ethnic groups should be given special privileges. Refer students back to the reading on pages 54-55, “Special privileges for some.” Explain such terms as “block settlement,” “oaths,” and “allegiance.”

Hold a class discussion on why the two groups came to Canada, what promises were made to them, and why. Explain that certain groups of Doukhobors felt very strongly about defending their beliefs. At times, they used extreme methods such as participating in hunger strikes, stripping naked, or burning their homes to defend these rights. Newspaper accounts may give only superficial treatment of these events. This filmstrip provides background material on the unique way of life of the Doukhobors and Mennonites and the reasons for their strong commitment to this way of life.

Project the filmstrip, *The Early Mennonites and Doukhobors in Canada*. If students have prepared an audiotape for this filmstrip, let students present the filmstrip and audiotape. The following points may be noted when viewing the filmstrip:

- The Mennonites (depicted in Part I of the filmstrip) grouped themselves in villages of about twenty-five families each. The homes were built adjacent to barns. The clothing was made from brown homespun broadcloth. In religion, the Mennonites believed that people should interpret the Bible for themselves. Consequently everyone needed to be educated though there was no need to go beyond the elementary level. Today the conservative Mennonites have retained their separateness; they still live in compact colonies isolated from the world, and they still speak German.
- The Doukhobors (depicted in Part II of the filmstrip) also wore distinctive clothes though not

for religious reasons like the Mennonites, and they were also opposed to all sensual pleasures. They were against all forms of icons and they emphasized that the Christ was within every person and that no person had the right to govern another.

Lead a discussion on the attitudes of Canadians towards the Mennonites and Doukhobors during World War I. Have the students state whether they think these people should have been made to fight for their country despite earlier promises.

Instruct the students to write a position paper on the topic: "Should the rights and privileges given to the Doukhobors and Mennonites prior to 1900 be taken away from them now?"

Give the students a basic format for their essays, for example:

- First paragraph: State the problem and your opinion.
- Second and third paragraphs: Give your reasons with supporting examples.
- Fourth paragraph: Summarize your argument and state your conclusion.

Conclude the activity by extending the question posed in the position paper and conducting a class discussion on the topic: Should special privileges be given to some ethnic groups?

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## Things To Do

### *Comparing Viewpoints*

After students have read "Wartime Treatment of Japanese Canadians" on pages 56 and 57, explain that Japanese Canadians lost their homes, farms, boats, and businesses during World War II.

Show the class the filmstrip *Lost Years*. This is the story of the Oikawa family's experiences during World War II. The family was evacuated from their home and sent to a detention camp. The filmstrip was produced by the NFB in cooperation with the National Museum of Man. It is available from McIntyre Educational Media Ltd., 30 Kelfield St., Rexdale, Ontario, M9W 5A2.

Ask students if they think the Canadian government should try to pay the Japanese families back for some of their losses. Discuss the pros and cons of both doing nothing and trying to pay the families for what they lost. Encourage students to consider the question from different viewpoints; e.g., a family that was sent to a detention camp, a spokesperson for the Canadian government, a non-Japanese taxpayer. After discussing the issue, ask students to finish these sentences in their notebooks:

- "I think the Canadian government ..... pay back the Japanese people who were sent to detention camps. These are my reasons ....."

### *Cross-Cultural Marriages*

Ask a student to read aloud the passages on page 59 of the student text describing who Sikh Canadians usually marry and who Norwegian Canadians usually marry. Ask students to suggest reasons why it might be easier for two people who were both raised in Sikh families to have a successful marriage. Ask students to suggest some of the adjustments or compromises that a couple would have to make if they were from different religious backgrounds.

Ask students if they think it is essential for people to marry someone from the same religion in order to have a successful marriage. Ask students to suggest other factors that they think are important considerations when people select a spouse. Record their ideas on the blackboard. Ask students to copy the list into their notebooks with the factors listed in their order of importance.

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## Evaluation

Duplicate Student Master No. 20 and distribute it to the students. This Student Master will test the students' understanding of how the cultures in Canada adjusted to one another, including the effect of mass immigration on the Indian cultures, the indications of discrimination against some ethnic groups, and the special privileges granted to others by the government, which are explored in Chapter 5. You may wish to use the Review either as a test or as an open book homework assignment.

### *Teacher Notes*



# Immigration in Recent Times



# Overview

Chapter 6 looks at the changes in Canada's immigration policy since the end of World War II. It outlines Mackenzie King's policy of sponsorship and the change in 1967 to the point system. Case studies and specific cultural groups are examined as examples

of what Canada uses as criteria to select her immigrants. A time line and charts summarize immigration trends since 1945, as well as Canada's present ethnic population and ethnic distribution.



# Activity 16. Do You Agree With Mackenzie King’s Policy?

## Intention

This activity asks students to look at Mackenzie King’s 1947 immigration policy and decide whether they agree or disagree with it. Students are asked to back up their answers.

## Materials

1. “Why did Canada continue to welcome immigrants?” *Cultures in Canada*, pages 60 and 61

## Procedure

Ask students to read Mackenzie King’s 1947 immigration policy on pages 60 and 61 of the student text. Have students write the following two headings in their notebooks:

*Points I Agree With*  
*Points I Disagree With*

The first list should contain the sections of Mackenzie King’s policy that they agree with. The second list should contain the sections of Mackenzie King’s policy that they disagree with. Have students share some of their lists orally.

Have students explain why they have agreed or disagreed with parts of the government’s 1947 immigration policy.

Ask students why they think Mackenzie King made his policy the way he did. Have students write their own policy on immigration. Have them bear in mind that they are writing it for 1947. Be sure students incorporate the points from Mackenzie King’s policy which they agree with, and change those which they disagree with. Invite some students to share their policies with the class.

Ask students why they made their policies the way they did. Ask students to brainstorm the consequences of the policies read aloud in class. The following questions may be used as a guideline to discovering the consequences of the policies:

- What effect will the policy have on population growth in Canada?
- Does the policy discriminate against any groups? Which ones? Why?
- Does this policy encourage certain groups to come to Canada? Which ones? Why?
- What factors does this immigration policy take into account (race, education, financial situation, need of the immigrant’s skills, etc.)?

# Things To Do

## Graphing Occupations

Assign two students the task of making pie graphs to

illustrate the occupations of immigrants in the years 1946-50 and the years 1958-61. Provide them with chart paper, a large compass, a protractor each, rulers, and coloured felt pens. One student should prepare the 1946-50 graph and the other student should prepare the 1958-61 graph. Both should use the data in the table on page 61 of the student text.

Demonstrate how to use a pocket calculator to convert percentages into degrees for their graphs; e.g., managerial, professional and technical workers formed 7.7% of the immigrants in 1946-50. To find out how many degrees of the circle will represent the managerial, professional, technical group, students should follow these steps:

- Enter 360
- Enter X
- Enter 7.7
- Enter %

Have both students use the same sized circles and the same colour scheme. Have them add titles and legends explaining their colour scheme. Invite these two students to show their graphs to the class and explain what they represent.

## Mapping Immigration

Have students read pages 62 and 63. Provide students with atlases and two outline maps of the countries of the world. On the first map ask students to label and shade the countries that were the leading sources of immigrants in 1951. On the second map ask students to label and shade the countries that were the leading sources of immigrants in 1980. The table on page 63 of the student text should be used as a source of information. Ask students to write a paragraph in their notebooks summarizing the difference between the 1951 map and the 1980 map.

## Teacher Notes



## Activity 17. What Does the Canadian Government Value?

### Intention

In this activity students consider the values behind the immigration point system and prepare profiles of people who would receive high points and people who would receive low points.

### Materials

1. "The introduction of the point system," *Cultures in Canada*, pages 63-65
2. Student Master No. 21

### Procedure

Have students read pages 63-65 of the textbook on the point system. Review the chart on page 64 with the class. Ask students to identify the values behind each category; e.g., Factor 1 — "Education" shows that the government of Canada values immigrants who have finished high school. Factor 2 — "Specific vocational preparation" shows that the government of Canada values immigrants who have completed training for a particular type of job.

Distribute Student Master No. 21. Ask students to prepare two profiles of people applying to move to Canada. One applicant would receive high points. The other applicant would receive low points. Ask some students to read aloud their profiles of the people the government now considers most desirable.

### Teacher Notes

## Activity 18. The Blacks in Western Canada

### Intention

This activity takes a further look at Canada's past immigration policies by considering the immigration of Blacks from the United States just before World War I. This is done through the analysis of a reading on the subject.

### Materials

1. "The face of Canada changes," *Cultures in Canada*, pages 65-69
2. Student Master No. 22

### Procedure

Have students read "The face of Canada changes," pages 65-69. Divide the class into small groups to examine Student Master No. 22. Distribute this Student Master.

Go over the directions with the students and then have each group read the documents, place them in chronological order, and compose sentences about them as instructed in the reading.

Discuss the order in which each group arranged the documents and try to reach a consensus on the most logical sequence.

Use the sentences composed by the groups to examine the documents. Ask the class to help you make a list on the blackboard giving the reasons why some Canadians did not want the Blacks to come to Canada. Discuss the following questions:

- How valid were these complaints?
- What do you think was the real reason underlying this prejudice?
- How did the government attempt to prevent Black immigration?
- How successful was it?
- How would you describe Canada's immigration policy?
- Why did Canada encourage the Doukhobors and Mennonites but discourage the Blacks? (Have the students realize that the Blacks were not considered to be of economic value to the nation whereas the Mennonites and Doukhobors were reputed to be excellent farmers. Also, the Blacks were more visible and it was therefore assumed that they could not undergo cultural extinction. In addition, there was a popular belief at the time that all Black people were inferior.)

As a follow-up activity, ask students to write letters to the editor in response to the *Mail and Empire* extract. Invite several students to read their letters to the class.

# Things To Do

## Comparing Immigration

Have students examine the time line on pages 69-71 of the student text. Distribute copies of Student Master No. 13 (from Activity 9, Chapter 4). Tell students that they will have the opportunity to compare immigration trends between 1775-1945 and 1945-1983. You may wish to go over the directions from Activity 9 on how students complete the Student Master. (The students need not fill in the bottom statements of Student Master 13.) Remind students about the difference between political, economic, and cultural reasons for immigration. Have students refer to the Student Master they completed in Activity 9. Ask the students if there has been a difference in the reasons why the Canadian government encourages immigration? What do the students think caused this change? Ask students if they think this change is for the better or for the worse.

## Teacher Notes

# Activity 19. Who Are the People of Canada?

## Intention

In this activity students examine the ethnic origins of Canadian people in general and of your own province in particular. Students analyse the ethnic origins of Canadians in three ways: national, national over different periods of time, and provincial. Each of these analyses is handled in a different manner so that students make use of a variety of mathematical tools and concepts.

## Materials

- 1. In *Cultures in Canada*:
  - “What is Canada like today?” pages 72 and 73
  - “Ethnic Origin of Canada’s Population” chart, page 44
- 2. Student Master Nos. 23, 24, and 25a and b

## Procedure

Have students complete the reading “What is Canada like today?” on pages 72 and 73 of the textbook. Explain that the tables are based on a census which was conducted in 1971. Briefly review the main aspects of the tables, but do not discuss the figures in detail. Inform the students that they are going to engage in an exercise that will help them understand what the figures mean.

Distribute Student Master No. 23 and review the instructions to ensure that the students understand them. Tell the students that if they do not have enough colours for all 18 categories, they should use additional codes such as red dots or green dashes. Point out that “British” covers four groups (English, Irish, Scottish, and Welsh). If necessary, review the meanings of decimal and per cent. Then have the students complete the Student Master. When the charts have been completed, discuss them with the students.

Tell the students that they will now try to get a picture of Canada’s ethnic composition at various times in the past. Ask students to refer back to the bottom chart on page 44 of the textbook, “Ethnic Origin of Canada’s Population.” Briefly review the main elements of the table.

Distribute copies of Student Master No. 24. In order to complete this activity, students will have to compare the chart on page 44 with the chart on page 73. Review the instructions with the students, and emphasize that they are to answer the questions on the basis of the information in the tables; they are not to use other information. The goal is to try and see what is in the table and what conclusions can be drawn on the basis of this information.

Allow the students about fifteen minutes to complete the exercise. Then take their papers in for



evaluation. The following is the correction key for Student Master No. 24:

- |      |      |      |       |       |
|------|------|------|-------|-------|
| 1. A | 4. A | 7. A | 10. A | 13. B |
| 2. B | 5. A | 8. B | 11. C | 14. C |
| 3. A | 6. C | 9. B | 12. A | 15. A |

Return the papers to the students and discuss any statements that seemed to cause difficulty. Remind the students that the exercise was designed to help them discover something about the ethnic origins of Canadians.

Advise the students that now that they have examined the ethnic origins of Canadians on a national basis, the next step is to look at the provincial picture.

Distribute copies of Student Masters Nos. 25a and b, and discuss the exercise using the example provided on Student Master No. 25b. Advise the students that these Student Masters will be collected and graded.

Allow the students about thirty minutes to complete the exercise. Then collect the Student Masters for evaluation and grading.

Discuss the students' conclusions about the ethnic origins of people in your province, and have them note such points as your province's four largest ethnic groups, and the proportion of French to British. Ask students if the numbers surprise them. Did they realize that there were that many groups in your province? Why or why not?

## Things To Think About

### *Mackenzie King's Reactions*

Ask students to re-read Mackenzie King's immigration policy of 1947 on pages 60 and 61. Ask them to study the graph illustrating the places of origin of our 1980 immigrants on page 73. Ask students to imagine how Mackenzie King would react if he could see Canada now. Discuss Mackenzie King's possible reactions to the way in which Canada has changed since the 1940s.

## Things To Do

### *Constructing a Bar Graph*

Give each student a large piece of paper on which to make a bar graph. Make available ten different colours of construction paper cut into strips. Using their completed Student Master No. 23, ask students to review the ten largest ethnic groups in your province. Ask students to make bar graphs to illustrate the relative sizes of these ten groups. Decide on an appropriate scale for the bars; e.g., 1 cm of paper could represent 10,000 people. The scale will depend on the size of your chart paper and the population of your province. Ask students to arrange the groups in order of their size from largest to tenth largest. Ask students to label each bar and add titles to their completed graphs.

You may wish to have a pair of students make a bar graph illustrating the ten largest ethnic groups in Canada in 1971. A scale of 1 cm to 100,000 people may be appropriate for that graph. Compare the Canada graph with the pattern revealed on the students' graphs.

## Evaluation

Duplicate Student Master No. 26 and distribute it to the students. This Student Master will test the students' understanding of immigration in recent times, and how this has differed from previous immigration in policy and attitude, which are explored in Chapter 6. You may wish to use the Review either as a test or as an open book homework assignment.

### *Teacher Notes*

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## Activity 20. How Do People Describe Themselves?

### **Intention**

In this activity, students are asked to analyse cultural extinction, adaptation, and cultural retention by means of tables and articles, and to form general conclusions based on the material. They then apply their generalizations to specific ethnic groups in order to determine the extent to which these groups have retained their culture, and why.

### **Materials**

1. "How Canadians see themselves," *Cultures in Canada*, pages 74-77

### **Procedure**

Have students read "How Canadians see themselves" on pages 74-77 of their textbooks. Review the tables on pages 74 and 75 with the students, briefly explaining them. The tables reveal how groups feel about their ethnic identity. Self-identification is a very important factor. In Table 1, therefore, the "ethnic" category should be considered as having the least cultural extinction, and the "Canadian" category as having the most cultural extinction. According to Table 1, the Scandinavians would be the most culturally extinct, and the Portuguese the least.

Have students write the following headings in their notebooks:

*Cultural Retention*

*Adaptation*

*Cultural Extinction*

Have students place each of the ethnic groups in Table 1 under the appropriate heading.

During a class discussion on the lists, ask individual students to explain how they decided which heading was most suitable for the various ethnic groups.

Remind the class that the cultural extinction process occurs over a long period of time, that the rate of assimilation varies from group to group, and that some groups never truly experience cultural extinction. Ask the students to suggest reasons why some groups lose their culture faster or slower than others. Write the reasons on the blackboard. The following points should be included:

1. the degree of similarity between the groups' material and non-material culture,
2. the attitudes of the majority towards the cultural extinction of a group,
3. skin colour and different physical characteristics,
4. a strong sense of identity with the cultural group,
5. the length of residence in Canada,
6. the size of the cultural group,
7. how dispersed the ethnic group is within the

dominant group,

8. the economic relationship (the less competition, the faster the cultural extinction),
9. religion (the more a group is centred on its own religious beliefs, the slower the process tends to be).

Ask the students to turn to Table 2 on page 75 of the student book. Explain that:

1. first-generation people are the immigrants who were born outside Canada,
2. second-generation people are the immigrants' children who are born in Canada,
3. third-generation people are the sons and daughters of the second generation, born in Canada.

Lead a discussion based on the table. Ask the students to what extent a person's generation seems to affect the process of cultural extinction. Have the students realize that ethnic ties tend to diminish with each succeeding generation. Ask them to explain why this might be so, using examples from their own experience.

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## Things To Think About

### **Cultural Retention**

Remind students of the exercise completed in Activity 19. Have students review the focus on the Leungs (page 75) and the focus on the Ukrainian dancers (page 76). Have students list the ways in which each of these groups has retained its culture. Have the students try to list any ways in which they themselves try to retain their own culture. This may include things as major as celebrating Ukrainian Christmas, or as minor as wearing a shamrock on St. Patrick's Day.

Ask students to rate each of the groups (the Leungs, the Ukrainians, and themselves) as having retained their culture, lost their culture, or adapted.

### **Ethnic Groups' Views on Multiculturalism**

Have students study the chart on page 78 of the student text. Ask students to judge whether the majority of the groups favour multiculturalism. Ask students to pick out the group which favours multiculturalism the most, and the group which favours it the least. Ask students why they think the majority of all the groups surveyed support multiculturalism. Tell students that the people who responded to the survey were all first-generation Canadians. Does this help to interpret the chart? Ask students if they think the chart would look the same if it was completed by second-generation Canadians, or third-generation Canadians. Why?

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## Things To Do

### **Summarizing Trudeau's Policy**

Ask a student to read aloud Trudeau's 1971 statement of the federal government's policy towards Canada's

cultural groups on pages 77 and 78. Invite several students to paraphrase each paragraph of this statement in simpler terms. Ask the class to write simplified summaries of the policy in their notebooks.

**Letter Writing**

Have a pair of students draft a letter of inquiry to the federal government. The letter should ask how much money was spent during the previous year supporting the policy of multiculturalism. The letter should also ask for information on the programs receiving grants from the federal government. The inquiries should be sent to: Minister of State for Multiculturalism, Terrasses de la Chaudiere, 15 Eddy St., Hull, Quebec, K1A 0M5.

**Teacher Notes**

**Activity 21. What Do Canadians Think About Multiculturalism?**

**Intention**

This activity involves conducting an opinion survey among adults in your community and comparing their opinions on Canada’s ethnic diversity with the opinions expressed in a national survey.

**Materials**

- 1. Student Master No. 27
- 2. "Canadian Views on Ethnic Diversity" table, *Cultures in Canada*, page 79

**Procedure**

Duplicate enough copies of Student Master No. 27 so that each student can have three copies. After students have read the table on page 79 summarizing the results of a national opinion survey, ask students to distribute the questionnaires to any three adults they know.

The following day, assign a group of students to tally the results of the survey. You may wish to remind them how to convert the numbers to percentages. Ask the group to prepare a chart showing the survey results.

Compare and contrast the views of the adults who participated in your survey with the data from the national survey. Ask the class to suggest possible reasons for any significant differences.

**Things To Do**

**Discovering Services**

To prepare students to receive a guest speaker, have them read pages 79 and 80. Invite a speaker to come to your class from your provincial human rights commission. Ask the guest speaker to describe the services available to people who feel they have been discriminated against. Ask the guest to describe some typical cases and explain how the cases were resolved.

**Comparing the Founding Cultures**

Have students read the sections entitled “French Canadians,” “British Canadians,” and “Native People” on pages 80-83 of the student text. Ask students to summarize each of these groups in a paragraph, and then compare the three. The students should compare the extent to which each group has retained its culture, and the different reasons why each was able to retain it. Have a few students share their paragraphs with the class.

**Role Playing**

Ask students to re-read the quotation from Abe Ruben and the letter from Lugassie on page 81 of the textbook. Ask students to identify the problem that both Abe and Lugassie are experiencing. Ask two pairs of students to role play these two scenes:



- 1) Setting: Abe's home in Paulatuk  
Characters: Abe and his best friend  
Situation: Abe has just returned from spending several months away from home living in a large city.  
Assignment: Abe is discussing his feelings about being caught between two cultures and having difficulty fitting into either one. The friend should listen and offer Abe support and advice.
- 2) Setting: Lugassie's family's summer camp.  
Characters: Lugassie and one of her cousins.  
Situation: Lugassie has come north after spending two years at school in Edmonton.  
Assignment: Lugassie is telling her cousin about her experiences and explaining how she has mixed feelings about returning home. Her cousin should listen and offer Lugassie support and advice.

Following the presentation of the role plays, debrief with the class. Invite the audience to respond to the ways the friend and the cousin tried to support and help Abe and Lugassie. Ask if their comments would likely help make Abe and Lugassie feel better. Ask students to indicate by a show of hands if they agree with the advice the friend and the cousin offered. Invite some students who disagreed to explain why they disagreed with the advice given by the characters in the role plays and to propose better advice.

### ***Teacher Notes***

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## **Activity 22: What is the Dene Declaration?**

### ***Intention***

This activity leads students through designative, appraisive, and prescriptive inquiry as they study the Dene Declaration.

### ***Material***

1. "The Dene Declaration: Statement Of Rights," *Cultures in Canada*, page 82
2. Student Master No. 28

### ***Procedure***

Read and discuss the Dene Declaration with the class.

Ask the students questions such as:

- Where do the Dene people live?
- How is the Dene situation different from the situations of other Indian groups?
- Why are the Dene unhappy with the way they are governed?

Ask students to complete Student Master No. 28.

Invite students to read aloud and discuss their answers.

Help students to consider the problem from both the Dene point of view and the point of view of non-Dene people living in northern Canada.

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## **Things To Think About**

### ***Hutterites' Rights***

Ask a student to read aloud the section on page 83 describing the motion passed by the organization of rural municipalities in southern Alberta. Ask students to evaluate the resolution. You may wish to ask questions such as:

- What values lie behind this motion?
- Does this motion discriminate against Hutterites?
- How would you feel if a group passed a motion to restrict the numbers of people from your ethnic group in a particular area?
- Is this fair?

Explain why you think it's fair or unfair.

Ask students to suggest things that Canadians could do if they either agree or disagree with the Alberta rural municipalities.

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## **Things To Do**

### ***Researching Hutterites***

Show students the film *Hutterites*. It is available through: BFA Educational Media (Canada) Ltd., 47 Densley Ave., Toronto, Ont., M6M 5A8. Ask students to identify evidence in the film to support the statement that Hutterites are successful farmers.

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# Evaluation

Duplicate Student Master No. 29 and distribute it to the students. This Student Master will test the students' understanding of the culture of Canadians today and how different cultures try to maintain their heritage, as well as the rights of Canadians, which are explored in Chapter 7. You may wish to use the Review either as a test or as an open book homework assignment.

## *Teacher Notes*



# Living With Our Differences



# Overview

This chapter assimilates the preceding chapters and presents a summary of the pros and cons associated with living in a culturally diverse country. Students are encouraged to decide to what extent people in Canada

should be able to retain their culture. In conclusion, several notable Canadians of different cultural backgrounds are highlighted, along with the contributions they have made to our way of life.



## Activity 23. Who Will Be Allowed to Immigrate?

### Intention

Having studied immigration and multiculturalism in Canada, students are asked, through a role-play exercise, to put themselves in the position of immigrants and immigration officers, and decide who will be allowed to immigrate to Canada. This exercise raises the problems which confront individuals who must choose who is allowed to immigrate, and what it may feel like to be refused or accepted as an immigrant.

### Materials

1. In *Cultures in Canada*:  
“Understanding the issue,” pages 84-86  
“Point System For Selecting Immigrants” chart, page 64
2. Student Master Nos. 30, 31, 32, 33, 34 and 35

### Procedure

Select five students in the class whom you feel would do the best job of role-playing. They should be able to act a part well and to “think quickly on their feet.” Arrange to meet them before or after class and tell them not to say anything about the meeting to their classmates. Hand out Student Master Nos. 30-34 so that each of the five has a role. Discuss the roles and explain the nature of the activity. Test the students’ roles by posing questions that will probably be asked. Warn them that they should prepare an appeal in advance so that they can have it ready if they are turned down by the immigration board. Discuss the form of the appeal, and finally go over each student’s role once again.

In class begin the activity by asking the students to read “Understanding the issue” on pages 84-86, and to review the chart on page 64 of the student text. Discuss the chart to make sure everyone understands the point system. Then test the students’ understanding by presenting them with a few examples and having them reckon up the points to be allotted.

Ask the five role-players to stand aside. Then divide the rest of the class into five groups. Tell the groups that they are going to pretend to be immigration officers interviewing five different people who want to come to Canada.

Give each group five copies of Student Master No. 35, “Checklist for Immigration Officers,” and tell the groups that one checklist is to be filled out for each applicant.

Send the five groups to their locations. For the best results, this activity should be performed in a large area where the different groups cannot hear each other. If possible, use the library, gym, or other large room.

Send one applicant role-player to be interviewed by

each group. After about five minutes move the role players on so that they are interviewed by another group. Continue to circulate the role-players until they have all been interviewed by each of the five groups of immigration officers.

When all interviews and checklists have been completed inform the class that the government has just set a quota on immigration and only two of the five applicants will be allowed to enter Canada this year.

Point out to the groups that having carefully rated each would-be immigrant, they must now make a decision about what the ratings mean and which factors are most important. Based on the ratings, they will have to decide which two applicants will be allowed to immigrate to Canada.

Allow the groups time for discussion and then have each group hand in a slip of paper stating its choice and ranking the individuals first and second.

Call the class together. Write the two choices of each group on the blackboard and award five points for each first-place rating and three points for each second-place rating. Then announce the names of the two successful applicants.

Tell the class that the three unsuccessful applicants will be allowed to appeal but point out that in actual fact unsuccessful applicants are not allowed to appeal. Only people who are being deported are allowed to appeal. Have the three unsuccessful applicants make their appeals to the class as a whole.

Ask the students to regather in their groups to discuss the appeals and reconsider their decisions. Call the class together again and discuss the results of the appeals.

Lead a class discussion on the role and powers of immigration officers. During the discussion, have the students consider the following questions:

- Did the guidelines seem to favour people of certain countries?
- Which of the three groups (independent, refugees, family) should take precedence?
- What are the most important qualities needed in an immigrant? — Contribution to the economic needs of the country? Adaptability? Intelligence? Cultural traits?

### Teacher Notes



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## Activity 24. What's Your Policy on Immigration?

### *Intention*

In this activity students work in small groups to draft an immigration policy for the future.

### *Procedure*

Ask each student to write the following phrase in their notebook: "In the future, Canada's immigration policies should reflect these values: ..." Have students complete the sentence by adding the two most important values that they believe should underlie Canada's immigration policies in the future. Ask students to read their two values to the class. Encourage students to listen carefully to their classmates to identify the people who either agree with them completely or have similar values.

Ask students to form groups of three or four with people who share the same or similar values. Ask each group to work cooperatively to draft a policy to be used by immigration officers in considering new applicants. Ask the groups to read their policies to the class. Ask the class to judge the policies in terms of the values held by the groups that wrote them; e.g., ask if the policies are consistent with the authors' stated values. If they are not consistent, ask students to suggest ways of changing the policies to make them consistent.

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## Things To Do

### *Ranking Arguments*

Ask students to re-read the arguments for and against allowing immigrants from many different cultures, on page 85 of the student text. Ask students to copy the arguments into their notebooks in order of their importance. Ask students to indicate by a show of hands which arguments were ranked first or second by the most students. Help students to imagine what life would be like if these values were widely accepted by Canadians. Ask if it would be a better place to live or a worse place to live if these values were widely accepted.

### *Comparing Gains and Losses*

Have students read pages 86 and 87 of the textbook. Remind students of the statement of the issue which they formed in Chapter 1, "Should we keep up the traditions of our ancestors?" Ask students to discuss to what extent the Italians and the Sanchez family have kept up the traditions of their ancestors. The following questions may be used to direct the discussion:

- What traditions has each group kept?
- What traditions has each group not kept?
- What do you think each group has gained through the traditions it has decided to keep?

- What do you think each group has lost, besides merely some traditions?

### *Making Judgments*

Ask students to read the story of Mrs. Wilson on page 88. Ask students to pretend that they are on the Alberta Human Rights Commission. Mrs. Wilson has just told of her treatment by Mr. Pompei. Ask students to write judgments in this case. The judgments should state whether or not Mr. Pompei is guilty of discriminating against Mrs. Wilson because she is an Indian. They should also state what punishment, if any, would be appropriate if they find Mr. Pompei guilty. Invite several students to read their judgments to the class. Encourage students to comment on the appropriateness of the proposed punishments.

Now have students read page 89, "The McFarlanes: A Union Of Cultures." Ask students if they can tell from the reading how the author of the passage feels towards the McFarlanes. Is it a positive feeling or a negative feeling? Have students compare this view of a culture with Mr. Pompei's view. Have students realize that these are only two ways of viewing a different culture. Have students write in their notebooks a list of things they would do if they met someone with a different cultural background. At the bottom of this list, have students write the following sentence: "Meeting someone with a different cultural background would give me a (positive/negative) feeling."

### *Listing Contributions*

Have students read pages 89 and 90 of the student text, and review the photos on pages 90 and 91. Ask the students to make a list of the contributions of one of the individuals shown on these pages. Have the students find out some more information on the person they have picked. Have each student write a paragraph about the person which answers the following questions:

1. What has this person contributed to Canada's lifestyle?
2. What is the ethnic heritage of this person?
3. Does this person belong to an ethnic group?
4. How, if at all, has the cultural background of this person aided the success of their contribution?

### *Teacher Notes*

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## Activity 25. Where Do You Stand?

### **Intention**

This activity requires students to synthesize the information they learned throughout *Cultures in Canada*.

### **Materials**

1. In *Cultures in Canada*:  
“Summing Up the issue,” page 92  
“Where do you stand?” page 93

### **Procedure**

Ask students to read pages 92 and 93 of their textbooks. Invite students to explain the meaning of the question “Should Canadians be encouraged to keep up the traditions of their ethnic or cultural roots?” Ask questions such as:

- How are Canadians encouraged to maintain their traditions now?
- Could people maintain their traditions without the present encouragement from the federal government’s department of multiculturalism?
- Why do you think the federal government established this department?
- Are there any disadvantages to having a government department giving money to clubs and organizations?
- Who benefits from having a government department give money to clubs and organizations?
- Could the system be abused?

Ask students to write reports which answer the question “Should ethnic groups maintain their traditions?” Students who feel that ethnic groups should not maintain their traditions should give reasons to support their views. Students who feel that ethnic groups should maintain their traditions should give reasons to support their views and also explain whether or not the present system of government grants should be used to pay groups to keep up their traditions.

This report may be used as an evaluation instrument. Marks should be given for taking a stand and supporting it with reasons. Marks should also be given for consistency. Note the extent to which the opinions and values expressed in the reports are congruent with the views the students have expressed in class and with their behaviour.

### **Teacher Notes**

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## Activity 26. Reflection and Action

### **Intention**

This activity is designed to allow the students to reflect on their decisions, to compare their views with those of others, and to consider and take action on their conclusions. At the beginning of the activity the students complete the same questionnaire that they completed in Chapter 1. They then compare the pre-test and post-test results and analyse any changes in their thinking.

### **Materials**

1. Student Master No. 5

### **Procedure**

Distribute copies of Student Master No. 5 (from Chapter 1, Activity 3). Tell the students that although this is the same questionnaire that was given in Chapter 1, they should not try to remember what they wrote on the first occasion. Rather, they should respond to the items as honestly as possible according to how they feel now.

Have the students complete the questionnaire, marking the date on the top corner of the sheets so that they can distinguish the pre-test from the post-test.

Give the students the copies of the questionnaire that they completed in Chapter 1 and have them compare the two sets of results. Tell each student to record the five items where his/her thinking seems to have changed the most. For example, the response of a student on Item 1 might have been “2” (moderately disagree) in the pre-test and “7” (strongly agree) in the post-test. This would indicate a substantial change in thinking.

Lead a discussion on the changes in thinking that have occurred and have individual students name the items on which their thinking has changed. Focus the discussion on the reasons for change, but also explore the areas where student thinking has not changed, and the reasons for this.

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## Things To Do

### **Acting on the Issue**

Ask students in what ways they can become involved with the question of multiculturalism. Point out that by conducting the survey of adults in Chapter 6 the students have been involved with other members of the community on the question of multiculturalism. Advise them that they will now consider further ways in which they can take action in relation to their conclusions on multiculturalism.

Write the following headings on the blackboard:

1. Influencing those who make decisions on policy
2. Influencing people in the community
3. Changing my own actions



4. Expressing my views
5. Finding out more
6. Other actions

Point out that the above courses of action are all open to students. Give an example by explaining how action could be taken in relation to the first heading: the students could write to the minister responsible for culture in your province, expressing their views on the subject.

Divide the class into six groups and assign one of the above headings to each group. Have the groups list every action they can think of in connection with the assigned heading. Discuss the actions with the class.

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## Evaluation

Duplicate Student Master No. 36 and distribute it to the students. This Student Master will test the students' understanding of why people join cultural groups, the avenues open to people who believe they have been discriminated against, and, through examples, how cultural diversity has enriched our lives, which are explored in Chapter 8. You may wish to use the Review either as a test or as an open book homework assignment.

## *Teacher Notes*

## Books on Ethnic Groups in Canada

It would require a separate book just to list the sources available on the various ethnic groups in Canada. The best publication available is the quarterly journal, *Canadian Ethnic Studies*, (Toronto: Dept. of Sociology, University of Toronto). Not only does it contain excellent articles from a variety of disciplines but it also provides book reviews and bibliographies on Canada's ethnic groups. In addition, the following books are recommended as sources for the teacher:

- Abu Laban, Baha**, *An Olive Branch on the Family Tree* (Toronto: McClelland and Stewart Limited, 1980). (on Arabs)
- Adachi, Ken**, *The Enemy that Never Was: A History of Japanese Canadians* (Toronto: McClelland and Stewart Limited, 1976).
- Adams, W.F.**, *Ireland and Irish Emigration to the New World from 1815 to the Famine* (New York: Russel and Russel, 1967).
- Anderson, A., and Frideres, J.**, *Ethnicity in Canada: Theoretical Perspectives* (Toronto: Butterworths, 1981).
- Anderson, F.**, *The Riel Rebellion, 1885* (Aldergrove: Frontier Publishing Co., 1977).
- Anderson, G.**, *Networks of Contact: The Portuguese and Toronto* (Waterloo: Wilfrid Laurier University, 1974).
- Anderson, G., and Higgs, D.**, *A Future to Inherit: Portuguese Communities in Canada* (Toronto: McClelland and Stewart Limited, 1976).
- Bailey, A.G.**, *The Conflict of European and Eastern Algonkian Cultures, 1504-1700*. 2nd ed. (Toronto: University of Toronto Press, 1969).
- Bennett, J.W.**, *Hutterian Brethren: The Agricultural Economy of a Communal People* (Stanford: Stanford University Press, 1967).
- Berry, John et al.**, *Multiculturalism and Ethnic Attitudes in Canada* (Ottawa: Supply and Services Canada, 1977).
- Bertley, Leo W.**, *Canada and Its People of African Descent* (Pierrefonds: Bilongo Publishing, 1977).
- Braroe, Niels**, *Indian and White: Self Image and Interaction in a Canadian Plains Community* (Stanford: Stanford University Press, 1975).
- Broadfoot, Barry**, *Years of Sorrow, Years of Shame* (Toronto: Doubleday Company, Inc., 1977). (on the Japanese relocation)
- Brody, Hugh**, *The People's Land* (Toronto: Penguin Books Canada Ltd., 1975). (on Inuit)
- Buchignani, N.**, *A Review of the Historical and Sociological Literature on East Indians in Canada* (Canadian Ethnic Studies 9(1): 86-108, 1977).
- Buchignani, N., and Indra, Doreen Marie**, *South Asians in Canada: A Social History* (Toronto: McClelland and Stewart Limited, 1984).
- Campbell, M.**, *Halfbreed* (Toronto: McClelland and Stewart Limited, 1973).

- Canada Citizenship Branch**, *The Canadian Family Tree* (Don Mills, Ontario: Corpus Information Services, 1979).
- Chan, Anthony B.**, *Gold Mountain* (Vancouver: New Star Books, 1983). (on the Chinese experience in British Columbia)
- Chimbos, P.**, *The Canadian Odyssey: The Greek Experience in Canada* (Toronto: McClelland and Stewart Limited, 1980).
- Clairmont, Donald, and Magill, D.**, *Africville: The Life and Death of a Canadian Black Community* (Toronto: McClelland and Stewart Limited, 1974).
- Con, H., et al.**, *From China to Canada: A History of the Chinese Communities in Canada* (Toronto: McClelland and Stewart Limited, 1982).
- Cowan, Helen**, *British Emigration to British North America: The First Hundred Years* (Toronto: University of Toronto Press, 1961).
- Crowe, K. J.**, *A History of the Original Peoples of Northern Canada* (Montreal: Arctic Institute of North America, McGill-Queen's University Press, 1974).
- Dahlie, J., and Fernando, T., eds.**, *Ethnicity, Power and Privilege in Canada* (Toronto: Methuen, 1981). (a reader)
- Department of Employment and Immigration**, *Canada, Annual Immigration Statistics* (Ottawa: Government Printer, annual).
- Dirks, Gerald**, *Canada's Refugee Policy: Indifference or Opportunity?* (Montreal: McGill-Queen's University Press, 1978).
- Driedger, L., ed.**, *The Canadian Ethnic Mosaic: A Quest for Identity* (Toronto: McClelland and Stewart Limited, 1978).
- Elliott, Jean, ed.**, *Two Nations, Many Cultures: Ethnic Groups in Canada*. 2nd ed. (Scarborough: Prentice-Hall of Canada Ltd., 1983). (a reader)
- Epp, Frank H.**, *Mennonites in Canada 1796-1920* (Toronto: Macmillan of Canada Ltd., 1974).
- Fisher, R.**, *Contact and Conflict: Indian-European Relations in British Columbia, 1774-1890* (Vancouver: University of British Columbia Press, 1977).
- Frideres, James S.**, *Canada's Indians: Contemporary Conflicts* (Scarborough: Prentice-Hall of Canada Ltd., 1974).
- Gardner, R., and Kalin, R., eds.**, *A Canadian Social Psychology of Ethnic Relations* (Toronto: Methuen, 1981).
- Gold, Gerald, St. Pascal** (Toronto: Holt, Rinehart and Winston, 1975). (a small Quebec town)
- Goldstein, J., and Bienvenue, Rita M., eds.**, *Ethnicity and Ethnic Relations in Canada* (Toronto: Butterworths, 1980).
- Hardwick, F., ed.**, *When Strangers Meet: A Source Book for the Study of a Meeting Between Indian and European Canadian Cultures*. 2nd ed. (Vancouver: Tantalus, 1974).



- Harney, R., and Troper, H.,** *Immigrants: A Portrait of the Urban Experience, 1890-1930* (Toronto: Van Nostrand, 1975).
- Hawkins, F.,** *Canada and Immigration* (Montreal: McGill-Queen's University Press, 1972).
- Henry, Francis,** *Forgotten Canadians: The Blacks of Nova Scotia* (Don Mills: Longman Canada, 1973).
- Henrickson, G.,** *Hunters in the Barrens* (St. John's: Memorial University, 1973).
- Herman, H.,** *Men in White Aprons: A Study of Ethnicity and Occupation* (Toronto: Peter Martin, 1978).
- Hirabayashi, G., and Ujimoto, K.V., eds.,** *Visible Minorities and Multiculturalism: Asians in Canada* (Toronto: Butterworths, 1980).
- Hostettler, John A., and Huntington, Gertrude E.,** *The Hutterites in North America* (Toronto: Holt, Rinehart and Winston, 1967).
- House of Commons,** *The Federal Government's Response to Book IV of the Report of the Royal Commission on Bilingualism and Biculturalism (October 8, 1971)* (Ottawa: Queen's Printer).
- Ishwaran, K., ed.,** *Canadian Families: Ethnic Variations* (Toronto: McGraw-Hill Ryerson, 1980).
- Isajiw, W., ed.,** *Identities: Impact of Ethnicity on Canadian Society* (Toronto: Peter Martin, 1977). (a reader)
- Ito, Roy,** *The Japanese Canadians* (Toronto: Van Nostrand Reinhold Limited, 1978).
- Jaenen, C.J.,** *Friend and Foe: Aspects of French-Amerindian Cultural Contact in the Sixteenth and Seventeenth Centuries* (Toronto: McClelland and Stewart Limited, 1976).
- Jenness, D.,** *The Indians of Canada*. 6th ed. (Toronto: University of Toronto Press, 1977).
- Joy, Richard,** *Languages in Conflict* (Toronto: McClelland and Stewart Limited, 1972).
- Kallen, E.,** *Spanning the Generations: A Study of Jewish Identity* (Toronto: Longman Canada, 1977). *Ethnicity and Human Rights in Canada* (Toronto: Gage, 1982).
- Keywan, Zonia, and Cole, Martin,** *Greater than Kings: Ukrainian Pioneer Settlement in Canada* (Montreal: Harvest House Limited, 1977).
- Kovak, M., ed.,** *Ethnic Canadians: Culture and Education* (Regina: Plains Research Council, 1978).
- Krauter, J., and Davis, M.,** *Minority Canadians: Ethnic Groups* (Toronto: Methuen, 1978).
- Loken, G.,** *From Fjord to Frontier: A History of Norwegians in Canada* (Toronto: McClelland and Stewart Limited, 1980).
- Mallea, J.R., and Philip, L.,** *Canadian Ethnic Pluralism and Education: A Select Bibliography* (Canadian Ethnic Studies 8(1):81-88, 1976).
- O'Bryan, K. et al.,** *Non-Official Languages: A Study in Multiculturalism* (Ottawa: Supply and Services Canada, 1976).
- Palmer, Howard, ed.,** *Immigration and the Rise of Multiculturalism* (Toronto: Copp Clark, 1975).
- Pointing, J., and Gibbons, R.,** *Out of Irrelevance: A Socio-political Introduction to Indian Affairs in Canada* (Toronto: Butterworths, 1980).
- Potrebenko, H.,** *No Streets of Gold: A Social History of Ukrainians in Alberta* (Vancouver: New Star Books Ltd., 1977).
- Price, J.A.,** *Indians of Canada: Cultural Dynamics* (Scarborough: Prentice-Hall of Canada Ltd., 1979).
- Radecki, H., and Heydenkorn, B.,** *A Member of a Distinguished Family: The Polish Group in Canada* (Toronto: McClelland and Stewart Limited, 1976).
- Ramcharan, S.,** *Racism: Nonwhites in Canada* (Toronto: Butterworths, 1982).
- Ray, A.J., and Freeman, D.,** *Give Us Good Measure: An Economic Analysis of Relations Between the Indians and the Hudson's Bay Company till 1763* (Toronto: University of Toronto Press, 1978).
- Reid, S., ed.,** *The Scottish Tradition in Canada* (Toronto: McClelland and Stewart Limited, 1976).
- Rich, E.E.,** *The Fur Trade and the Northwest to 1857* (Toronto: McClelland and Stewart Limited, 1967).
- Robertson, H.,** *Reservations are for Indians* (Toronto: Lorimer, 1980).
- Rosenberg, S.,** *The Jewish Community in Canada*, 2 vol. (Toronto: McClelland and Stewart Limited, 1970-1).
- Shaffir, W.,** *Life in a Religious Community: The Lubavitcher Chassidim in Montreal* (Toronto: Holt, Rinehart and Winston, 1974).
- Sunahara, A.,** *The Politics of Racism* (Toronto: Lorimer, 1981). (on the Japanese relocation)
- Tepper, E., ed.,** *Southeast Asian Exodus: From Tradition to Resettlement. Understanding Refugees from Laos, Kampuchea and Vietnam in Canada* (Ottawa: Canadian Asian Studies Association, 1980).
- Thompson, Colin,** *Blacks in Deep Snow: Black Pioneers in Canada* (Don Mills: J.M. Dent and Sons, 1979).
- Troper, H.,** *Only Farmers Need Apply* (Toronto: Griffin Press, 1972).
- Winks, Robin,** *The Blacks in Canada* (Montreal: McGill-Queen's University Press, 1971).
- Wood, Dean,** *Multicultural Canada: A Teacher's Guide to Ethnic Studies* (Toronto: Ontario Institute for Studies in Education, 1978).
- Woodcock, G., and Avakumovic, Ivan,** *The Doukhobors* (Toronto: Macmillan of Canada Limited, 1977).

## Books and Articles on Teaching in Multicultural Contexts and on Teaching Multiculturalism

- Ashworth, M.**, *Immigrant Children and Canadian Schools* (Toronto: McClelland and Stewart Limited, 1975).  
*The Forces that Shaped Them: A History of the Education of Minority Group Children in British Columbia* (Vancouver: New Star Books Ltd., 1979).
- Bagley, C., and Verma, G., eds.**, *Race and Education Across Cultures* (London: Heinemann, 1975).  
*Race, Education and Identity* (London: Macmillan of Canada Ltd., 1979).
- Buchignani, N.**, *Culture or Identity? Addressing Ethnicity in Canadian Education* (Montreal: McGill Journal of Education 15(1):79-93).
- D'Oyley, V., ed.**, "Practical Strategies for the Elimination of Prejudice in the Educational System." From *Perspectives on Race, Education and Social Development* (Vancouver: University of British Columbia, 1982).  
*The Impact of Multi-Ethnicity on Canadian Education* (Toronto: Urban Alliance on Race Relations, 1977).
- Rosenstock, J., and Adair, D.**, *Multiracialism in the Classroom: A Survey of the Inter-Racial Attitudes in Ontario Schools* (Ottawa: Department of Manpower and Immigration, 1976).
- Sharan, S.**, *Cooperative Learning in Small Groups: Recent Methods and Effects on Achievement, Attitudes and Ethnic Relations* (Review of Educational Research 50:241-72, 1980).
- Toronto Board of Education**, *The Final Report of the Sub-Committee on Race Relations* (Toronto: mimeo).
- Werner, W. et al.**, *Whose Culture? Whose Heritage? Ethnicity Within Canadian Social Studies Curricula* (Vancouver: Centre for the Study of Curriculum and Instruction, University of British Columbia).
- Wolfgang, A., ed.**, *Education of Immigrant Students* (Toronto: Ontario Institute for Studies in Education, 1975).

## Scripts

### *People of Canada* (guide to filmstrip)

- | Frame | Description   |
|-------|---|
| 1.    | Kanata<br>The Canadian Studies Series   |
| 2.    | <i>People of Canada</i>   |
| 3.    | Chinese-Canadian woman sitting at a library desk listening to a librarian   |
| 4.    | Swedish-Canadian boy buying french-fries from a street vendor   |
| 5.    | Japanese-Canadian girl playing a 'koto' instrument at a multicultural festival                                      |
| 6.    | Canadian children of different cultural origin playing on a beach   |
| 7.    | Three Ceylonese-Canadian girls in costumed dress prior to a dance presentation                                      |
| 8.    | Two Polish-Canadian girls in traditional costume prior to a dance presentation                                      |
| 9.    | A Native Indian girl looking over a fence at other children playing   |
| 10.   | The Ukrainian-Canadian 'Rusalka Dancers' of Winnipeg performing at a cultural arts show                             |
| 11.   | An English-Canadian boy scout doing an assignment during a scout meeting  |
| 12.   | Two German-Canadian women serving special dishes at a food fair   |
| 13.   | An American-Canadian woman watching a parade  |
| 14.   | A Native chief on horseback in full ceremonial dress overlooking Native reserve grounds                             |
| 15.   | A troupe of Scottish-Canadian pipers playing at the annual Highland Games   |
| 16.   | Men of the Italian-Canadian community of Toronto playing the traditional 'bola' game                                |
| 17.   | Egyptian-Canadian boys in costumed dress attending a multicultural parade   |
| 18.   | Canadian senior citizens of different cultural origin visiting in the recreational room of their seniors' residence |
| 19.   | A Filipino-Canadian man and woman with dance group performing the traditional 'stick-dance'                         |
| 20.   | A French-Canadian carriage driver with horse and carriage (caleche) waiting for customers                           |
| 21.   | Two Canadian boys of different cultural origin playing basketball at a summer camp                                  |



22. A Kenyan-Canadian man standing at attention 'on parade' with his band
23. An Inuk couple in front of their summer home — a skin tent
24. Israeli-Canadian dancers performing at a multicultural festival
25. Irish-Canadian colleens and laddies dancing at a cultural festival
26. French-Canadian workers leaving the Alcan smelter plant after a day's work
27. Weigl Educational Publishers Limited Regina Edmonton

## *The Early Mennonites and Doukhobors in Canada* (guide to filmstrip)

### Frame Description

1. Kanata  
The Canadian Studies Series
2. *The Early Mennonites and Doukhobors in Canada.*
3. Part 1 — Mennonites
4. Map of the Mennonite migration to Canada.
5. William Hespeler of Ontario was hired by the Canadian Government in the 1870s to promote Mennonite emigration from Russia to Canada and to assist the immigrants in every way he could. For a while he was also a school inspector in the Mennonite communities of southeastern Manitoba.
6. Twelve delegates were sent from the Mennonite villages of southern Russia to inspect settlement areas in Canada and the U.S.A. Most of them recommended the U.S. but four opted for Manitoba. The whole group is seen here in front of the Dominion Lands Office building in Winnipeg, on June 18, 1873 just before they travelled through southeastern Manitoba to inspect a reserve for Mennonite settlement which the government had promised them.
7. This old Hudson Bay company fort is still standing at St. Anne, a French community about 32 kilometres southeast of Winnipeg. It was one of the places the twelve delegates stayed overnight on the 1873 inspection tour.
8. The first Mennonite settlers came to Manitoba in the summer of 1874. They came via Hamburg, Germany and Liverpool, England, crossing the Atlantic in steamships such as the Canadian III. Most of them came to Manitoba via the Great Lakes, Duluth, Fargo-Moorhead and the Red River.

9. This is the S.S. International which carried freight and passengers between Fargo-Moorhead in the U.S. and Upper Fort Garry, Winnipeg, Manitoba in the late 1870s. It brought the first load of Mennonite farmers to Manitoba in late July, 1874. The boat is docked here at Fort Garry just prior to disembarkation of the Mennonites near Niverville just east of the Red River. Some settlers stayed at Fargo and formed a community at Mapleton. It died out after about 20 years.
10. Two memorable structures of the early settlement years were the windmill and the elevator. This windmill was built around 1870 at Steinback, and later moved across the Red River to the Morris area at Rösenort.
11. This was the earliest elevator built in Western Canada. It was located at Niverville and was built around 1879.
12. An early scene from the pioneer village of Blumenort which is located at the U.S. border a few miles west of Neche, North Dakota. Here the first school is being built.
13. Here is an early farm home — typical of the barn-house combinations which Mennonites preferred at that time. In the foreground is pressed manure which was used as fuel on Mennonite farms of the early settlement years.
14. A farm yard of the later years when the use of horses had become common. Oxen were used at first.
15. A threshing scene of the 1920s.
16. A Mennonite woman in her living room. She is reading the Bible, a book found in all homes at that time.
17. One of the original twelve delegates in 1873 was Heinrich Weibe. He was also one of the first Mennonite ministers at Edenberg which is east of Gretna. This is a very early Mennonite Church at Edenberg where Weibe served.
18. These families gathered for a Sunday afternoon visit. Notice the dress styles of the time.
19. At first the Mennonites had their own private schools. Here is one built in a village around the 1880s. They taught grades 1 to 6 with German as the language of instruction. The Bible was used as a basic textbook for all grades. Eventually all the schools became public schools although a few private ones have recently been formed again.
20. Gretna has been known from the early years as the location of an important Mennonite high school, the Mennonite Collegiate Institute. This is a picture of the school's teachers dating back to about 1895, not long after the school opened. It is still operating at present. The leader of the school at that time was Henry H. Ewert who had come from Kansas. He is seen at the centre of the photo

(seated, with beard.)

21. An important leader in southern Manitoba in the pioneer years was Erdmann Penner. He was a well-to-do merchant who had stores at various places including Gretna, just across the border from Neche, North Dakota. He was buried in Gretna cemetery where a large marker was erected in his honour.
22. One of the reasons the Mennonites chose to come to Canada in 1873 was a promise by the Canadian government that they would never have to serve in the Canadian army in time of war. As well they were free to practise their own religion and to educate their children in Mennonite ways. In the World Wars the religious exemption of the Mennonites — they were known as conscientious objectors (COs) — aroused many other Canadians who were suspicious about such pacifists and thought them disloyal. Pictured is an example of a Conscientious Objector's Certificate which exempted draft-age Mennonites from service in World War I. Note that it refers to the Government of Canada's Order-In-Council of 1873, which was one of the reasons the Mennonites had decided to come to Canada instead of the United States.
23. Being a conscientious objector did not mean, however, that the Mennonites were completely free from having to serve Canada during the World Wars. Instead many of the men were forced to work in what were called alternative services programs. Here is a photo of Mennonite conscientious objectors working as forest fire fighters in a Conscientious Objectors' Camp in B.C. during World War II.
24. Part II — Doukhobors
25. Religious persecution in Russia helped cause about 7,500 Doukhobors to immigrate to Canada in 1899. This is a photo of the first shipload of Doukhobors arriving at Halifax on January 21, 1899. They originally settled in three colonies near Prince Albert and Yorkton, Saskatchewan.
26. Here is a photo of the original Doukhobor settlers arriving at Yorkton, Saskatchewan in 1899.
27. This man, Peter Vasilivich Verigin (Peter the Lordly Verigin) was the leader of the Doukhobors, who originally called themselves the Christian Community of Universal Brotherhood. The Canadian Government originally promised them exemption from military service and freedom of religion but by 1907 attitudes toward European immigrants changed and the government tried to force Doukhobors to swear an oath of allegiance to Canada. Verigin refused to allow this and as a result the government confiscated many of the original Doukhobor homesteads in Saskatchewan. Verigin then led his followers to Brilliant, B.C. where they bought private land and set up new communities. Verigin was killed in October 1924 by a bomb planted on a train.
28. Scenes such as this one near Swan River, Saskatchewan in 1900 of Doukhobor women pulling a plow, seemed strange to many Anglo-Canadians who were not used to seeing women work like this. The Doukhobor communal way of life saw a division of labour between men and women: the women worked the farms while the men sought outside work on farms and on the railroad.
29. Here is a group of Doukhobors gathered together after they had moved to British Columbia in 1907.
30. These men are working in the communal brick factory at Grand Forks, B.C. during the First World War.
31. This is the community-owned sawmill (on the left) and blacksmith shop at Grand Forks. All of their farming and construction needs were looked after within their own communities.
32. Another settlement was at Oosteshnie, B.C. where these men worked together in the community harness shop.
33. Here women weed one of the large communal gardens at Oosteshnie, B.C. Note the traditional dress with every woman wearing a kerchief as a head-covering.
34. Here is the fruit preserving plant at Brilliant. As a group the Doukhobors established many such light industries which provided them with money to purchase items that they could not supply themselves.
35. Every person had a task to perform in the community; these two men ran the office of the Brilliant fruit preserving plant.
36. Lunch-time at the Brilliant fruit preserving plant. Note how everyone sat at one large table but how the men and women sat in separate groups.
37. This group of Doukhobors kept bees and gathered honey for the community at Brilliant.
38. This is a photograph of Doukhobors gathered together for one of their outdoor religious meetings near Brilliant in September 1924.
39. A temporary "tent-jail" was erected near Nelson, B.C. in 1932 for convicted members of the Sons of Freedom sect of Doukhobors. This sect held many protests against the growing influence of materialism on their way of life. During some of these protests they would burn down their farms and strip off all their clothes to parade naked. Such incidents forced the government to bring them to trial and to jail many of them.
40. The first ferry built by Doukhobors near Glade,



B.C. in the 1940s.

41. Here is a photo of Doukhobor women working in the communal garden near the Hilliers' B.C. settlement in 1948. They still dressed the same as their ancestors who came in 1899.
42. These three men (left to right: Vania Zarubin, Nicola Zaitsoff and Nicola Maloff) are busy sawing wood for lumber in 1947 at Hilliers. Today, one can drive through the original settlements in B.C. and see such old communal buildings.
43. Weigl Educational Publishers Limited  
Regina Edmonton

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## **Why Canada?** (Script of audiotape)

*Music*

**Woman** I came by boat, is that what you mean? I didn't fly. Well, because there was nothing else to do in Jersey. There was no scope there — a little island seven by eight. No.

*Music*

**Narr** Canada is a land of immigrants. People who have come from near and far to start a new life in our country. What you are about to hear are stories from real people, their experiences and reasons for leaving their homeland, and why they chose to come to Canada and the province we live in.

**Man** I guess Alberta was advertised pretty good, you know, and they thought they'd come up here. That's as near as I can make out.

**Man** My dad came up here with his brother-in-law and that in 1899 Manitoba of course, Manitoba homestead land was settled up before Alberta was. Alberta at that time was a province and that though settlers were really coming into. They were coming in from Ontario into Alberta. They were coming in from all over and that into Alberta. Alberta was really being settled up at that time.

**Man** Well my dad came 1905, but mother and 5 kids of us came 1906. Yeh, well he come here first to see what it's like. He heard about homesteading so he was going to buy a homestead — take up a homestead. 160 acres for \$10.00! That's a lot of land. I was 9 years old when we come here and when he left I was only 8. But I know that one reason was there was the revolution in Poland at that time because Poland was going to go back to its own country. It was under the Russian flag. It was kind of revolution. He thought he'd come here and get some land. He had a little piece of land in the old country too but he couldn't make much success out of it. All he talked to me about 160 acres for \$10.00.

**Woman** Yah, that's in Ukrainian Bukavena. It used to be Bukavena, Rumania a long time ago you know, they changed now you know. You know, it's too crowded. Big family. They have to go you know.

**Man** Well I'll tell you there was a big demand for miners in the Pennsylvania coal fields. My mother come out to Canada for better conditions. We come here in ninety-seven and saw nothing but prairie here. Nothing but prairie. About 1800 people at the most, somewhere around that neighbourhood and all there was, was ranching, railroading and mining. Well, I didn't seem to be excited about it all. It was all prairie. There was nothing here at all.

**Man** When we first come to Sterling there was no fences, no houses, you could cut your hay on the hills. It was such a beautiful picture and we — that's what we come up here for, to settle you see. Land was cheap and I think what we had my dad paid \$3.00 an acre for his land.

**Man** No, no. No, I was born in England, in the very north of England. Well my dad come over in 1911 and I had an uncle, my dad's brother, had been in New Zealand and he'd gone back to England for a holiday and apparently he talked my dad into coming back with him, into coming back. I understand that we were on our way to New Zealand you see but they got as far as Lethbridge here, my dad and my uncle Jack, and my dad was a miner from the north of England. Worked in the coal mines over there. Oh yes, so when he got here the mines were working so well and he was making so much money that's why we're here. Stayed right here and I'm happy we did. Oh — Lethbridge is God's country. It's the most wonderful city in the world.

**Man** That is a story. I was in charge of the Signal Section in Pushkinski theatre in Force Headquarters in Vladavostok and B Squadron Royal Northwest Mounted Police was headquarters guard, and we always had a guard on signal stations and this night it was cold and it was snowing and I called a boy by the name of Forsland in — Don Forsland. I said, "Come inside. You're no good out there." Forsland said, "I can't leave my post." I said "I told you to come inside — you're no good out there." So he came inside and we were talking around and he said, "Where are you from?" I said, "I'm from Missouri," and I said, "Where are you from?" He said, "I'm from Pincher Creek." "Pincher Creek, where in hell is Pincher Creek?" He said, "Sunny southern Alberta," and he told me the most wonderful tales about Pincher Creek that you could possibly imagine and Forsland and I became friends you see. Well, anyway after they started to send the Canadians home — "What are you going to do

when you get back? I'm going to re-enlist in the Mounted Police. What are you going to do?" I said, "I don't know." I said, "I've been a soldier for over 4 years now" and I says "Do you think they'd take me in the Mounted Police?" He says, "If you can pass the examinations there'll be no opposition in your enlistment," and that was that, and I wanted to see this country on account of the wonderful tales that Forsland told me about sunny southern Alberta.

**Woman** The northern part out to North Fork, they had a lot of remittance men out there. Oh, they were very la-de-da I'm telling you. When they came to town with their jewels and their long gowns and their fans our eyes popped. There were an awful lot among them, not all, that were little scamps over in England, among the nobility, and they wanted to get rid of them, so they put them over on these — I don't know, I think some of it was Crown land at that time.

**Man** Well, we came in 1909 west. It's a long time. I was just seven then. Well, my dad had 5 son and he figured if he come west there was gold on the street in the west, at that time so he could buy land for the whole 5 sons and just keep them around the place. Oh I remember we took the excursion train. We had to bring enough food for five, four nights and five days and there was 22 coach and there were almost all singles, there was a few families and they were drinking a lot and singing and playing mouth organ. There was a few Mounties with us so they keep us out of trouble and not so long we landed in Macleod but the excursion train would stop in Macleod. It was the end, so we had to take a local after.

**Man** It was about a week I believe on the train coming from there you know, and there were just, as I remember, wicker, wicker seats that you could turn, you know, like this — you could turn them both that way and lay down on them here if you wanted. Well, you had to. It was the only place to sleep I guess.

**Woman** By the way, on their way to Canada him and his brother came out, the brother didn't amount to anything. He went all over the place. He got fed up on him. So the fellow was on the train there with them and you know how they walk up and down you know, just to kill time on the train. It's a long trip you know. So a man, a man was talking to them you know, two boys, "Well, where are you two fellows going?" "Well, we don't know. We might go to Lethbridge or toss a coin; Winnipeg or Lethbridge." "Well," he said, "Why don't you go to Windsor? There's a fellow there by the name of Ford and he's coming up with a car. Now if you've got a little bit of money that you can hang onto, go, hand it over to him, and," he said, "and you go to work with him too because he'll have lots for you to

do," and he said, "you'll have it made, because," he said, "I think the fellow's got something," and you see where Ford is today! Well then the father told my husband, "You want to be careful now about these fellows that you know that are advising you. Keep quiet, feel your way around." So they didn't pay any attention to the man. It might have come to something. Well, then alright, he went to Lethbridge and spent his time. He was in the hotel, learning the hotel business. He always had a yen for that.

**Man** Well, you see when we come to Canada we come to Edmonton. We lived for a little while with some people but my dad built a shack so we moved in the shack. Oh, I liked it alright as far as that goes. We were young kids and all. But I didn't know the difficult was going to come on.

**Man** I don't know how they survived. I've often wondered how they survived. The first two winters I understand the church, or government or somebody fetched a great big tent down and they cook in one, sleep in the other or something and they lived in that for the first year or two that they were here.

**Man** Well, my mother, well she didn't like it. She used to be in the city all the time and she was had a little laundry over there to make a living and here she didn't like it but you know after a couple of years she lived herself in it she was alright. She enjoyed it.

**Woman** And he came home one day and told me he was going farming and I hate farming, period. I don't know I never wanted to be on a farm but I was sure chiselled into that. Well, we went to the farm. We had eleven cows and forty or fifty pigs, and Ted was sick. He was in bed half the time so who did the milking and feeding the pigs and having the babies? I had 5 children under 7. Yep, every bit of it. Cut the grain, did all that kind of things for eight lousy years. Oh, that makes a good woman out of you — makes you tough!

**Man** But you always managed to get by and there was a gentleman run a drygood and grocery store there, Billie Combs, and everybody got hailed out one year and they said, "We can't pay you Billie," and he said, "We'll get by somehow." He trusted them and they paid him in the next year. Oh, we used to get along pretty good though and everybody was honest — that was one great thing.

**Woman** Oh yeh, my mother told me when she was mudding her house and she don't have shovel. There was another a little bit richer and she wanted that shovel but she had to get and work for that shovel she used for a day. She had to work 3 days for that, for that neighbour.



**Woman** You see, you've got to admit that the west it was a great country. It was a great mixture country you see, and if you had a crop failure today, oh well, next year will be better, and you took the years as they came. It helped to make good citizens. You know, it gave you the stamina to take the bumps.

*Music*

**Narr** The recollections and anecdotes you have just heard are true and represent only a small part of the experiences emigrants have had coming to our country. For every individual there is always a different story. Some of them amusing, others heartbreaking. There are many more recollections you can hear from people right in your own community. So why not find out these stories for yourself?

*Music*

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## Media Resources

The media resources listed below have been suggested for use in optional activities in the teaching unit under Things To Do.

### Filmstrips

*History of Louisbourg*: from "Fortress of Louisbourg."

McIntyre Educational Media Ltd., 30 Kelfield Street, Rexdale, Ontario, M9W 5A2. (sound strip)

*Flight From Famine*: from "The Immigration Experience."

National Film Board. (filmstrip and synchronized audiotape)

*Potlatch: A Strict Law Bids Us Dance*. Pacific Cinematheque, 1616 West 3rd Avenue, Vancouver, B.C., V6J 1K2.

*Lost Years*. McIntyre Educational Media Ltd., 30 Kelfield Street, Rexdale, Ontario, M9W 5A2.

*Hutterites*. BFA Educational Media (Canada) Ltd., 47 Densley Avenue, Toronto, Ontario, M6M 5A8

### Videotapes

*The Métis, Our New Nation People*. Saskatchewan

Department of Education, Library Services, 2220 College Avenue, Regina, Saskatchewan, S4P 1C6.

### Additional Videotapes Not Listed Under Things To Do

*Veronica*: National Film Board of Canada 106C 0177 287.

*Gurdeep Singh Bains*: National Film Board of Canada 106C 0176 307 (Beverley Shaffer, Yuki Yoshida, Kathleen Shannon).

*Hutterites*: Bortnick Film Productions Ltd., 670 Osborne Street, Winnipeg, Manitoba, R3L 2B9.

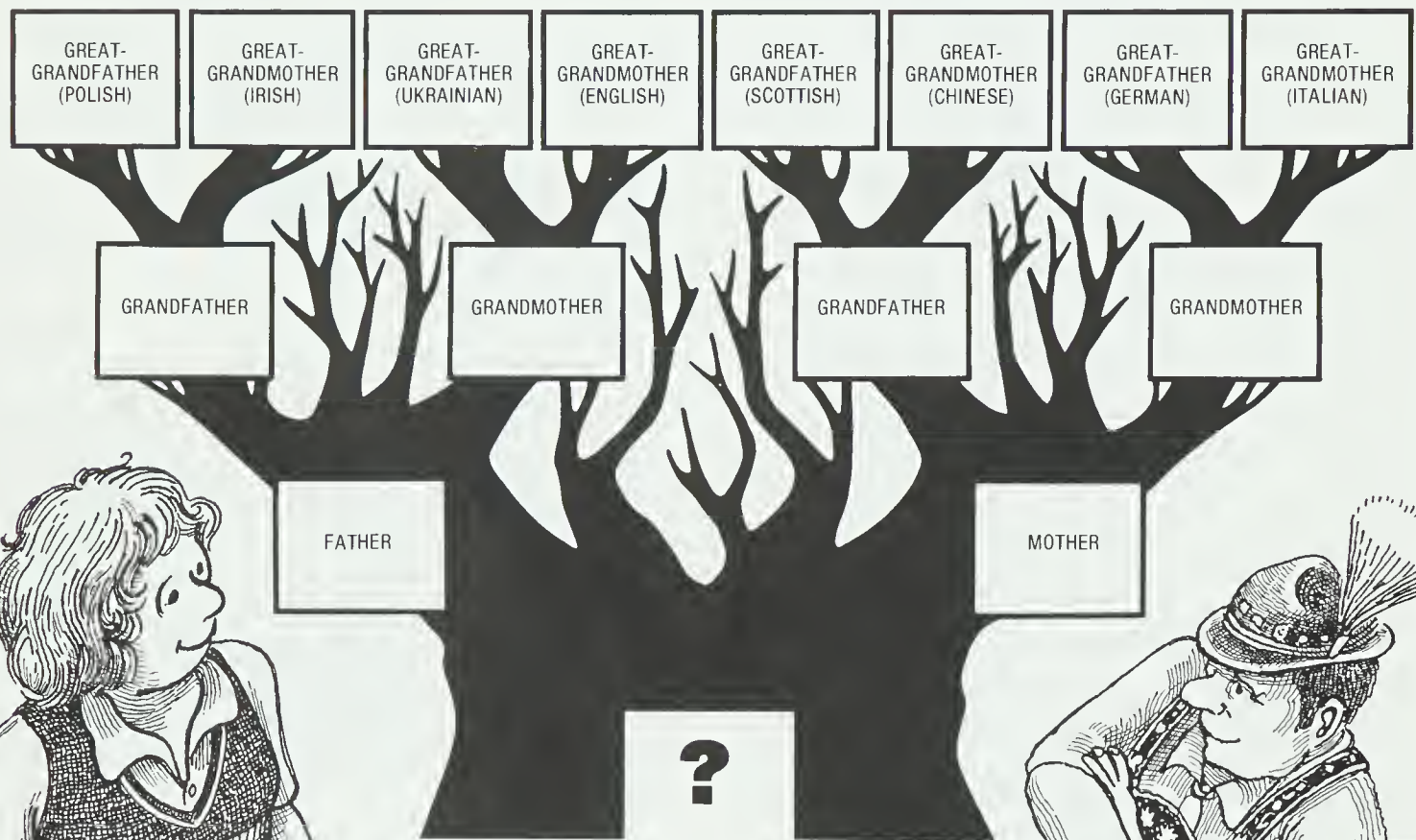
*Teach Me to Dance*: National Film Board of Canada 106C 0178 295.





## Family Tree of

### Family tree



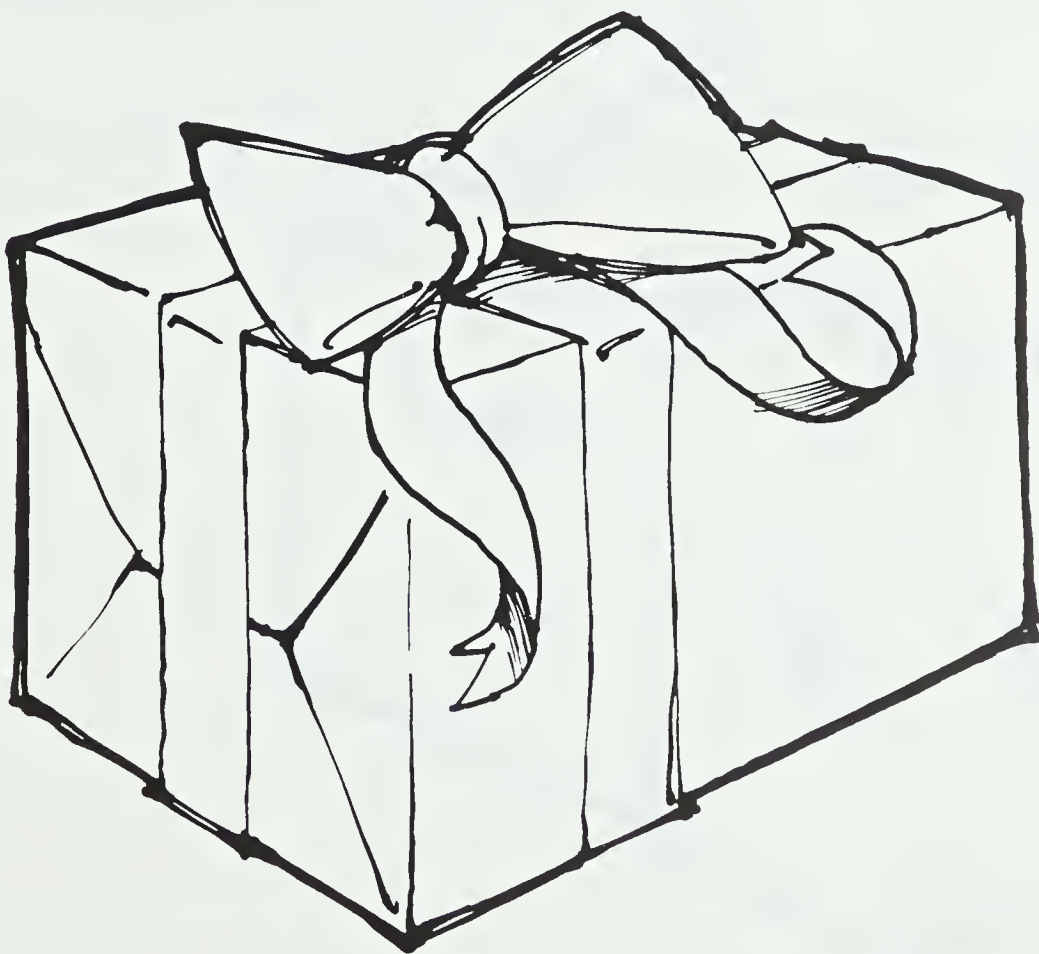
## Quiz\*

### PART A

Answer the following questions as honestly as you can. For each question, circle the best possible answer. This is not a test — it will not be graded.

Circle One Answer

- |  |     |    |           |
|--|-----|----|-----------|
| 1. Do you like cats?                               | Yes | No | Uncertain |
| 2. Do you like raw oysters?                        | Yes | No | Uncertain |
| 3. Do you like classical music?                    | Yes | No | Uncertain |
| 4. Would you like to live in Europe?               | Yes | No | Uncertain |
| 5. Do you like to waltz?                           | Yes | No | Uncertain |
| 6. Would you like to know what is in this package? | Yes | No | Uncertain |



\*Maureen Radley-Walters and Peter Watson. *Canada: Land of Immigrants. Nelson Canadian Studies Series* (Toronto: Thomas Nelson, 1973) p. 41. Adapted.



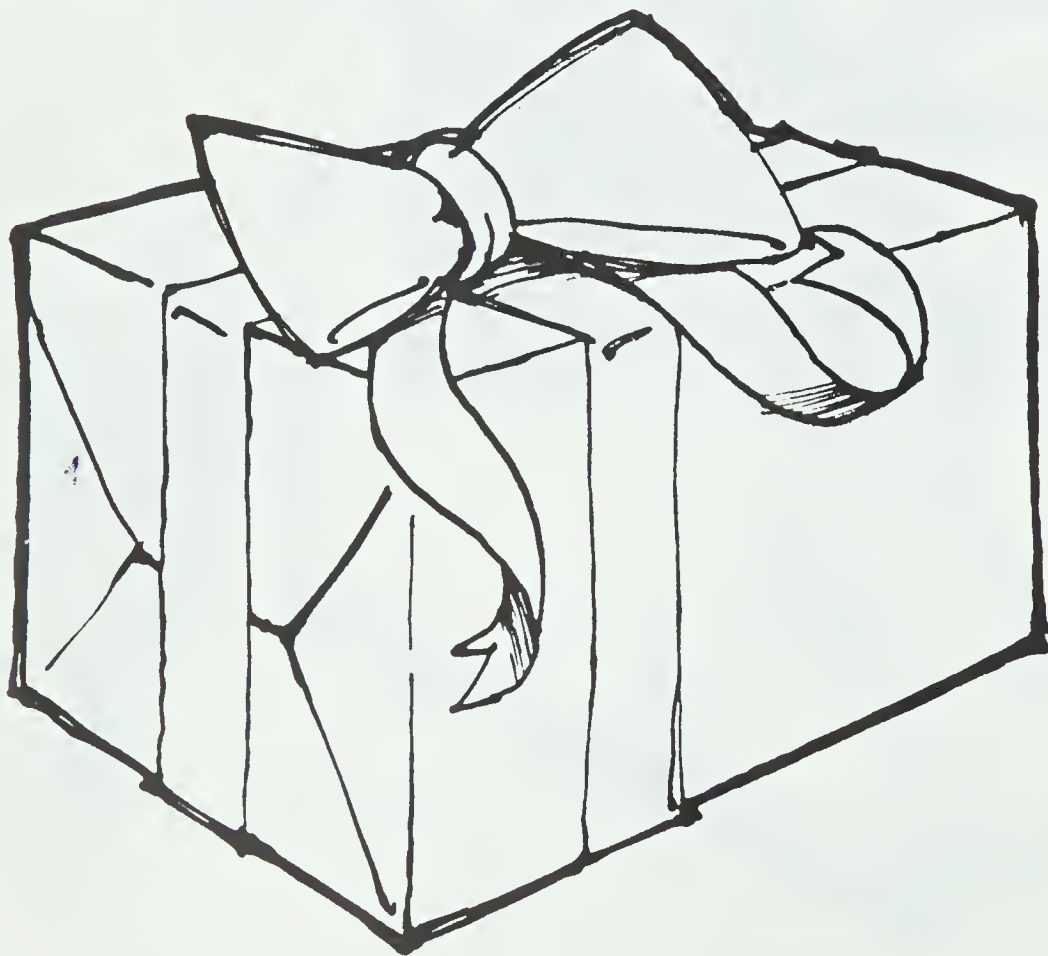
## Quiz\*

### PART B

Answer the following as honestly as you can, in the same way as you answered Part A.

Circle One Answer

- |  |     |    |           |
|--|-----|----|-----------|
| 1. Have you ever owned a cat for more than one month?                            | Yes | No |           |
| 2. Have you ever eaten raw oysters?  | Yes | No |           |
| 3. Have you ever attended a symphony or listened to a complete recording of one? | Yes | No |           |
| 4. Have you ever been to Europe?   | Yes | No |           |
| 5. Do you know how to waltz?   | Yes | No |           |
| 6. Do you think there is something valuable in this package?                     | Yes | No | Uncertain |



\*Ibid.

## Score Sheet For Quiz, Parts A & B\*

Place both sets of your answers side by side. Here is how you score the test.

1. You get a zero if the second part of the question was answered *no* and the first part was answered either *yes* or *no*. e.g., Do you like cats? Yes (or No).  
Have you ever owned a cat for more than a month? No.
2. You get one point if you answered the second part of the question *yes* and the first part either *yes* or *no*. e.g., Do you like cats? Yes (or No).  
Have you ever owned a cat for more than a month? Yes.
3. You get two points if you answered the second part of the question *no* and the first part *uncertain*. e.g., Do you like cats? Uncertain.  
Have you ever owned a cat for more than a month? No.
4. You get three points if you answered the second part of the question *yes* and the first part of the question *uncertain*. e.g., Do you like cats? Uncertain.  
Have you ever owned a cat for more than a month? Yes.

Each pair of questions is scored in this way, except for the last question regarding the box. Regardless of how you answer the first part of the last question, you receive a zero if you answer either *yes* or *no* to the second part, and three points if you answer *uncertain*. (The question was: "Do you think there is something valuable in this package?")

\*Ibid., pp. 75-76



## What Do You Think?\*

**Directions** This is not a test. It is a questionnaire. There are no right or wrong answers. Answer each item according to how you feel about the statement.

Beside each statement, write the number which best describes how you feel, according to the following scale:

Strongly Disagree	Moderately Disagree	Slightly Disagree	Undecided	Slightly Agree	Moderately Agree	Strongly Agree
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**Example** If the statement read "Hockey is a wonderful game," and you strongly agreed, you would write "7" in the space provided. If you slightly disagreed with the statement, you would write "3" in the space provided.

- \_\_\_\_\_ 1. Canada would be a better place if members of ethnic groups would keep their own way of life alive.
- \_\_\_\_\_ 2. If members of ethnic groups want to keep their own culture, they should keep it to themselves and not bother other people in this country.
- \_\_\_\_\_ 3. There is a lot that Canadians can gain from friendly relations with immigrants.
- \_\_\_\_\_ 4. Having many different cultural groups in Canada makes it difficult to solve problems.
- \_\_\_\_\_ 5. It would be good to see all the ethnic groups in Canada retain their cultures.
- \_\_\_\_\_ 6. It is best for Canada if all immigrants forget their cultural background as soon as possible.
- \_\_\_\_\_ 7. People who come to Canada should change their behaviour to be more like us.
- \_\_\_\_\_ 8. The unity of this country is weakened by ethnic groups sticking to their old ways.
- \_\_\_\_\_ 9. A society which has a variety of ethnic groups is more able to tackle new problems as they occur.

\*John Berry, et al., *Multiculturalism and Ethnic Attitudes in Canada* (Ottawa: Minister of Supply and Services, 1977) p. 133.

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[illegible]



## Review of Chapter 1

1. Write brief definitions for each of the following terms:

- a) anthropologist \_\_\_\_\_
- b) culture \_\_\_\_\_
- c) ethnic origin \_\_\_\_\_
- d) traditions \_\_\_\_\_
- e) immigrant \_\_\_\_\_

2. List three things that you have personally seen or heard that support this statement:  
"We live in a multicultural community."

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3. Name one of the ethnic groups in Canada: \_\_\_\_\_

- a) Do members of that ethnic group speak the same language? \_\_\_\_\_
- b) Do members of that ethnic group worship in the same way? \_\_\_\_\_
- c) Did the ancestors of members of that ethnic group come from the same country? \_\_\_\_\_

4. Describe a feature of your own culture which is meaningful or enjoyable to you.

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5. Describe an aspect of culture that another ethnic group brought to Canada but which you enjoy.

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## Ways of Knowing

These statements were overheard in the halls of a Canadian school. Which ones are examples of knowledge based on evidence? Which ones are examples of knowledge based on personal beliefs?

1. "This new Bowie album is the best rock music I've ever heard."  
\_\_\_\_\_
2. "The hamburgers they serve in the Cozy Cafe are great."  
\_\_\_\_\_
3. "It's raining." \_\_\_\_\_
4. "My running shoes are too tight." \_\_\_\_\_
5. "My prayers have been answered." \_\_\_\_\_
6. "God loves everyone." \_\_\_\_\_
7. "This apple is rotten." \_\_\_\_\_
8. "My grandparents are in heaven." \_\_\_\_\_
9. "The Bruisers are the worst hockey team in the league." \_\_\_\_\_
10. "His recovery from cancer was a miracle." \_\_\_\_\_
11. "This is the best book I've ever read." \_\_\_\_\_
12. "One plus one is two." \_\_\_\_\_



## **Review of Chapter 2**

1. Summarize briefly two of the theories put forward to explain where the first Canadians came from.

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

2. Name 3 Native tribes from each of these regions:

a) Eastern Woodlands \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Plains \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c) Pacific Coast \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Describe one way that the Native cultures of the Eastern Farmlands differed from the cultures of the Eastern Woodlands.

\_\_\_\_\_

\_\_\_\_\_

4. Describe one way that the Native cultures of the Northern Forests and Barren Lands differed from the cultures of the Plains.

\_\_\_\_\_

\_\_\_\_\_

5. List three things that Europeans have borrowed from Native cultures. Put a check mark beside any things in the list that you have ever used.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

## **Library Work**

I found materials dealing with this Native culture: \_\_\_\_\_

1. Title: \_\_\_\_\_

Author or Editor: \_\_\_\_\_

Publisher: \_\_\_\_\_

Place of Publication: \_\_\_\_\_

Year of Publication: \_\_\_\_\_

Library call number: \_\_\_\_\_

2. Title: \_\_\_\_\_

Author or Editor: \_\_\_\_\_

Publisher: \_\_\_\_\_

Place of Publication: \_\_\_\_\_

Year of Publication: \_\_\_\_\_

Library call number: \_\_\_\_\_

3. Title: \_\_\_\_\_

Author or Editor: \_\_\_\_\_

Publisher: \_\_\_\_\_

Place of Publication: \_\_\_\_\_

Year of Publication: \_\_\_\_\_

Library call number: \_\_\_\_\_

4. Rank the three materials in order of their usefulness to someone wanting to find out about this cultural group.

Best \_\_\_\_\_ second best \_\_\_\_\_ third best \_\_\_\_\_

5. Why did you choose one source over another?

i.e., My number 1 source had more detail.



## Letter to Governor Lawrence

Dear Governor Lawrence,

I suggest \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Yours truly,

\_\_\_\_\_

If Governor Lawrence accepted this advice, this is what would have happened:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Consider these consequences from the Acadian point of view. Put a check mark beside the consequences that would have been better than what actually happened. Put an X beside the consequences that would have been worse than what actually happened.

## Review of Chapter 3

1. Name the cultural group or groups which:
  - a) gained dominance over Canada's Native people \_\_\_\_\_
  - b) colonized eastern Canada \_\_\_\_\_
  - c) was the victim of genocide \_\_\_\_\_
  - d) was responsible for the cultural extinction of the Native people of Newfoundland \_\_\_\_\_
  - e) was deported from the Maritimes \_\_\_\_\_
2. List three consequences of the fur trade for the Indian people.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
3. Explain who Shanawdithit was.  
\_\_\_\_\_  
\_\_\_\_\_
4. Describe briefly how a new cultural group was formed on the prairies.  
\_\_\_\_\_  
\_\_\_\_\_
5. What was the most popular activity among members of that new cultural group in the early days?  
\_\_\_\_\_
6. Describe how Charles Lawrence affected the French settlers in the Maritime region.  
\_\_\_\_\_  
\_\_\_\_\_
7. Circle the term which best describes what happened when the British conquered New France in 1759.

Cultural Retention

or

Assimilation



## Reasons for Immigration

Why Did the Canadian Government Encourage Immigration?

Year	Group	Reason Canadian Government wanted these immigrants	Political Economic Cultural

In general, the Canadian government wanted immigrants between 1775 and 1945 for the following reasons:

- a) \_\_\_\_\_ this is a(n) \_\_\_\_\_ reason  
\_\_\_\_\_
- b) \_\_\_\_\_ this is a(n) \_\_\_\_\_ reason  
\_\_\_\_\_
- c) \_\_\_\_\_ this is a(n) \_\_\_\_\_ reason  
\_\_\_\_\_

# Loyalists' Supplies

## Supplies Provided for the Loyalists Who Settled at Cataraqui

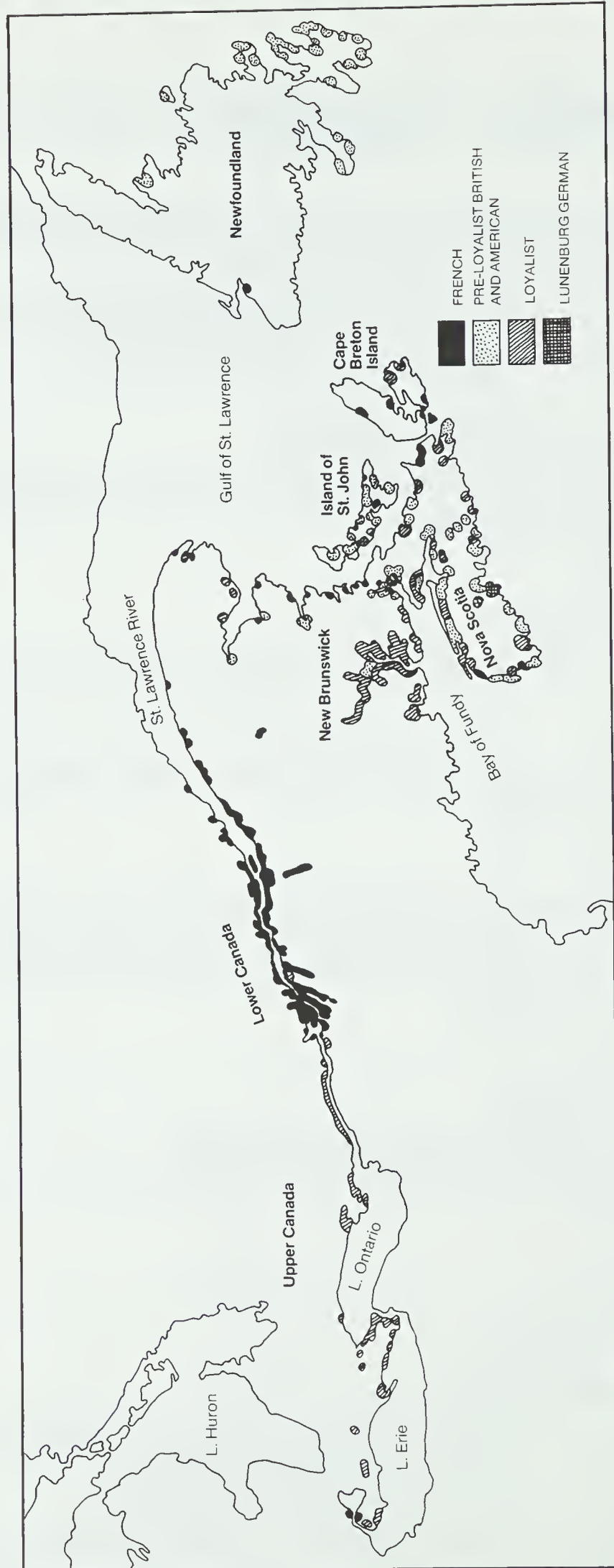
- boards
- 80 squares of window glass
- nails
- arms and ammunition for each male over 14 years
- shingles
- 1 felling axe for each male over 14 years

## Each family received the following:

- 1 ploughshare and coulter (The coulter is the part of a plough that cuts the turf.)
- Leather for horse collars
- 2 Spades
- 3 Iron Wedges
- 15 Iron Harrow Teeth (A harrow is used to cultivate the soil.)
- 3 Hoes
- 1 one-inch auger (An auger is a carpenter's tool for boring large holes.)
- 1 half-inch auger
- 3 chisels
- 1 gouge (A gouge is a tool similar to a chisel but with a curved cross section.)
- 3 gimlets (A gimlet is a small tool with a screw point used for boring holes.)
- 1 hand saw and files
- 1 hammer
- 1 drawing knife
- 1 frow (similar to an axe) for splitting shingles
- 2 scythes
- 1 sickle
- 1 broad axe
- Clothing for 1 year
- Provisions for 2 years
- 2 horses
- Seeds — wheat, corn, peas, oats, potatoes and flax
- 2 cows
- For every 3 families — 1 grindstone
- 6 sheep
- In each township — one blacksmith with tools and a two-year supply of iron.



## European Settlement in Canada to 1800



## Review of Chapter 4

1. Match the time periods in List A with the immigrant groups in List B.

### List A

- a) 1775-1790      c) 1890-1900  
b) 1845-1852      d) 1900-1930

### List B

1. European peasants begin to settle the prairies.
  2. People come from all parts of Europe and from the U.S.
  3. Loyalists come from the United States.
  4. Irish settlers come to escape the famine.
2. Explain why the Loyalists left the United States and why they were welcomed in British North America.
- \_\_\_\_\_
3. Who was Clifford Sifton? How did he affect Canada's cultural diversity?
- \_\_\_\_\_
4. Write four words that describe the conditions on the ships that brought settlers to Canada.
- a) \_\_\_\_\_ c) \_\_\_\_\_  
b) \_\_\_\_\_ d) \_\_\_\_\_
5. Name the four largest cultural groups in Canada in the 1940s.
- 1st \_\_\_\_\_ 3rd \_\_\_\_\_  
2nd \_\_\_\_\_ 4th \_\_\_\_\_
6. Name three Canadian cities with high percentages of foreign-born people in the 1940s.
- a) \_\_\_\_\_ c) \_\_\_\_\_  
b) \_\_\_\_\_
7. Name three Canadian cities with low percentages of foreign-born people in the 1940s.
- a) \_\_\_\_\_ c) \_\_\_\_\_  
b) \_\_\_\_\_



# What Choices Did the Native People Have?

[illegible]

## Four Leaders

	Personal Traits	People He Led	Problems He Saw	Solution He Wanted	The Canadian Government's Position
Gabriel Dumont					
Louis Riel					
Chief Big Bear					
Chief Crowfoot					



Follow your teacher's instructions in filling out this chart.

[illegible]

## Review of Chapter 5

1. Describe two of the ways in which Indian cultures were affected by the arrival of settlers.

a) \_\_\_\_\_

b) \_\_\_\_\_

2. Compare and contrast Métis attitudes towards Louis Riel and the federal government's attitudes towards him. Give reasons to support both attitudes.

Métis attitudes: \_\_\_\_\_

Reasons: \_\_\_\_\_

Federal government attitudes: \_\_\_\_\_

Reasons: \_\_\_\_\_

3. Describe two of the ways in which Chinese people were discriminated against.

a) \_\_\_\_\_

b) \_\_\_\_\_

4. What special promises did the Canadian government make to Mennonite and Doukhobor immigrants?

\_\_\_\_\_  
\_\_\_\_\_

5. Describe how Japanese Canadians were treated during World War II.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How would you answer this question: Were Canadians in the past encouraged to maintain their ethnic heritage? Give examples to support your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## **Point System**

This person would receive high points from Immigration officials.

1. Education \_\_\_\_\_
2. Vocational preparation \_\_\_\_\_
3. Experience \_\_\_\_\_  
\_\_\_\_\_
4. Occupational demand \_\_\_\_\_
5. Arranged employment or designated occupation \_\_\_\_\_  
\_\_\_\_\_
6. Location \_\_\_\_\_
7. Age \_\_\_\_\_
8. Knowledge of English and French \_\_\_\_\_
9. Personal suitability \_\_\_\_\_
10. Relative \_\_\_\_\_

This person would receive low points from Immigration officials.

1. Education \_\_\_\_\_
2. Vocational preparation \_\_\_\_\_
3. Experience \_\_\_\_\_  
\_\_\_\_\_
4. Occupational demand \_\_\_\_\_
5. Arranged employment or designated occupation \_\_\_\_\_  
\_\_\_\_\_
6. Location \_\_\_\_\_
7. Age \_\_\_\_\_
8. Knowledge of English and French \_\_\_\_\_
9. Personal suitability \_\_\_\_\_
10. Relative \_\_\_\_\_

## The Blacks in Western Canada, 1910-1912

### Directions

Below are a number of comments made about the immigration of Blacks from Oklahoma to western Canada, and to Alberta in particular. These Blacks had an unusual history because at one time they had been the slaves of the Indians in Oklahoma.

The following statements are not in chronological order. Read the statements carefully. Then write the letters of the readings in your notebook, placing them in the correct historical order. Beside each letter, write the date of the statement, and write a sentence which summarizes what is in the statement.

A. As a result of complaints from western Canada about the migration of a few Negroes in May 1910, William J. White, an inspector, was sent by the Department of Immigration to Oklahoma. He reported that the Negro was the product of the intermarriage between Indians and Blacks. The result was a mongrel race which had inherited the worst elements of both groups and none of the good.

*The Indian [he wrote] has brought into the mixed race the cunning that the Indian is credited with, and has raised the lower and more harmless instincts of the Negro, but only to a more brutal level, and with the combination he thus becomes a more undesirable person. He has worked alongside of the Indian until he has acquired a lot of that individual's shiftless methods....*

B. *It was a simple matter [for Canadian immigration officials] to adapt the standard medical and character examination at frontier posts to reinforce a white only admission policy. While officially claiming only to be applying existing regulations as was their duty, the [Canadian] Interior Department also undertook to inform American Negroes, especially in Oklahoma, that any border inspection would end in rejection of blacks. At the same time the government made it clear that it would not be responsible for the well-being of blacks who did not pass inspection.*

C. In 1910 the government convinced the Canadian Pacific Railway to "exclude Negroes from organized tours of western Canada given [to] prospective settlers and [to] report any government agent who was found to be encouraging Negro settlement."\*

D. *...The number of Negroes reported by the government to have entered Canada in the year 1909-10 was seven. It rose to twelve the following year. This was a far cry from one hundred and thirty-six who reportedly entered Canada in 1907-08. In contrast, the period 1908-12 was marked by a steady increase in the number of persons rejected at border inspection. In 1908-09, only 4,580 persons were turned back at the check points. By 1911-12, the number of persons rejected had climbed to 22,034....\**

E. Spokesmen for the western [Canadian] business community reacted to the feared influx of blacks from Oklahoma through their local Boards of Trade. At their monthly meeting in April 1910, the Edmonton Board urged 'that such immediate steps be taken by the Dominion Government as will result in [the Negro] influx being stopped.' The Edmonton business community was not alone. Under a column heading of 'Negroes Not Wanted in Province of Alberta,' the *Calgary Albertan* reported that its municipal Board of Trade endorsed the action of the Edmonton group. Winnipeg soon followed suit, as did [several other western communities.]\*\*

F. *The Toronto Mail and Empire* wrote on April 28, 1911, that:

*If negroes and white people cannot live in accord in the South, they cannot live in accord in the North. Our Western population is being recruited largely by white people from the United States. [sic] If we freely admit black people from that country, we shall soon have the race troubles that are the blot on the civilization of our neighbours. Canada cannot be accused of narrowness if she refuses to open up her west to waves of negro immigrants from the United States' own making and Canada should not allow any part of her territory to be used as a relief colony on that account.*

G. Many of the blacks who came to Alberta settled in Amber Valley. One early black settler wrote:

*Lots of people have asked why we went together up there, why we segregated ourselves that way. Well, I don't think we thought about segregating ourselves. When I first came and was wondering where to go the talk around the Immigration Hall in Edmonton was about this land up north. How it was good land, good for wheat and mixed farming. So I wanted to investigate. Also some colored folks had already taken up a homestead there. I guess we are just like other people. Take a Frenchman, if a Frenchman settles in a place, other Frenchmen will settle near him. If a Ukrainian locates in a place then the Ukrainians move in. I guess that is the way it was with us.\*\*\**

\* Selections A, B, and C excerpted and adapted from Harold M. Troper, "The Creek-Negroes of Oklahoma and Canadian Immigration, 1909-11" in *The Canadian Historical Review* (Toronto: University of Toronto Press, Sept. 1972) pp. 277, 283, 286, 287.

\* Immigration Facts and Figures (np. 1913), 9.

\*\* Ibid. pp. 280, 281.

\*\*\* Stewart Grow, "The Blacks of Amber Valley" in *Canadian Ethnic Studies Journal* VI: (Toronto: Dept. of Sociology, University of Toronto) pp. 26-27.



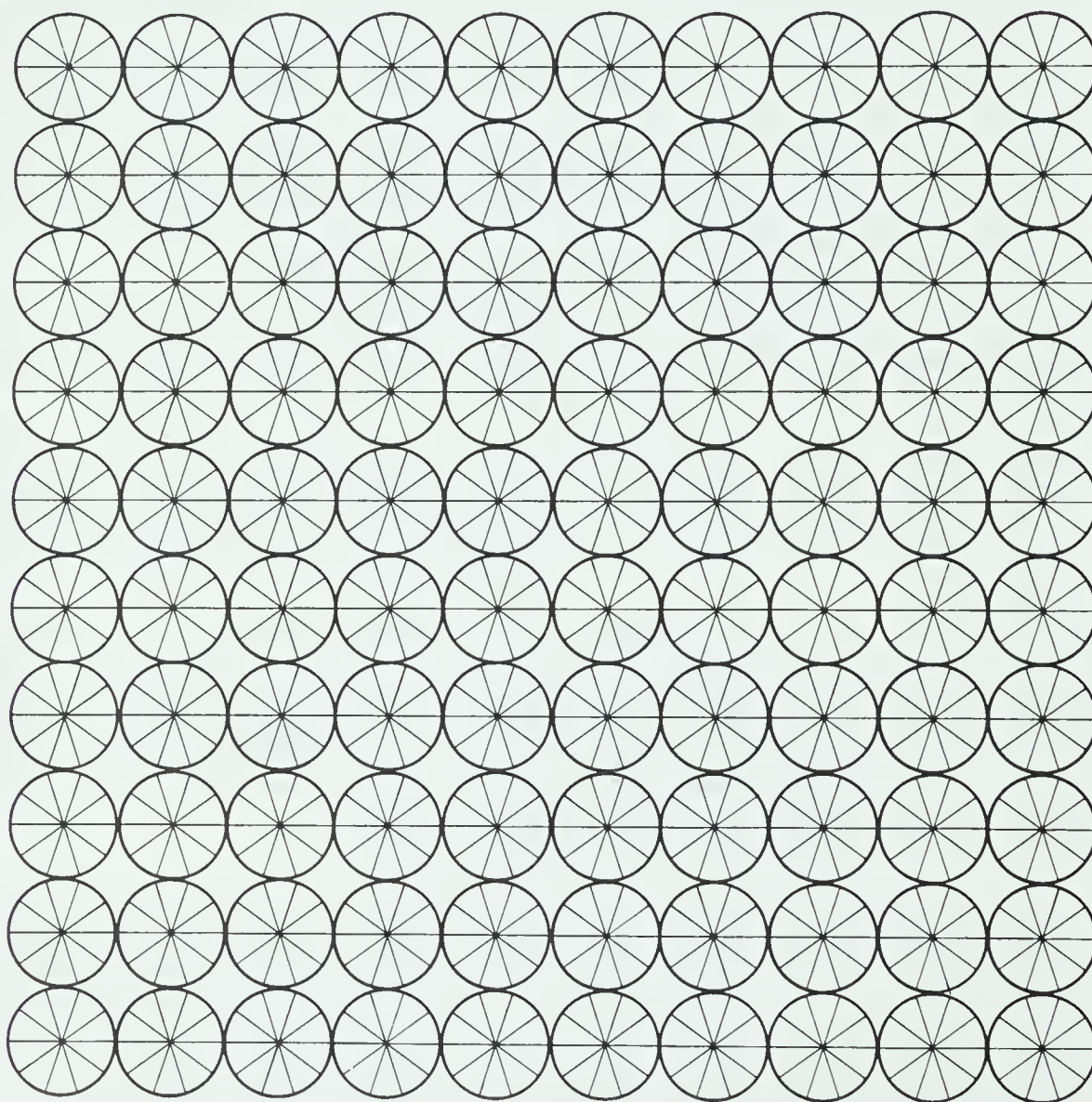
## People of Canada: Ethnic Origin

Choose a colour code to represent each ethnic origin listed on the table "Ethnic Origin as Percentages of Total Population: 1971" on page 73. You probably will have to use dots or lines combined with colours.

Using the colour code and the percentages given in the table, colour the appropriate number of circles below. For example, you would fill in 44.6 circles with the British "colour."

### Colour Code

British	<input type="checkbox"/>
French	<input type="checkbox"/>
German	<input type="checkbox"/>
Italian	<input type="checkbox"/>
Japanese	<input type="checkbox"/>
Jewish	<input type="checkbox"/>
Native Indian	<input type="checkbox"/>
Scandinavian	<input type="checkbox"/>
Ukrainian	<input type="checkbox"/>
Other	<input type="checkbox"/>



## **Ethnic Origin of Canada 1901-1971**

Use information on the following charts to complete this activity: "Ethnic Origin as Percentages of Total Population: 1971" on page 73, and "Ethnic Origin of Canada's Population" on page 44.

Respond to the statements below on the basis of the information in the tables. For each statement, write:

"A" — if the statement can be inferred as true,

"B" — if the statement can be inferred as false,

"C" — if no inference can be drawn.

- \_\_\_\_\_ 1. In 1971, people from the British Isles were the largest group in Canada in terms of ethnic origin.
- \_\_\_\_\_ 2. In 1901, there were more people of Italian origin than of Scandinavian origin.
- \_\_\_\_\_ 3. The percentage of people of British origin has gradually declined since 1901.
- \_\_\_\_\_ 4. The proportion of people of French origin has ranged between one-quarter and one-third during the period from 1901-1971.
- \_\_\_\_\_ 5. Less than one person in one hundred was of Russian origin in 1941.
- \_\_\_\_\_ 6. The percentage of people of German origin has risen greatly over the last 150 years.
- \_\_\_\_\_ 7. In 1971, there were more than twice as many people of German origin as compared to Ukrainian origin.
- \_\_\_\_\_ 8. In 1941, those of British, French, and other European origin accounted for about two-thirds of Canada's population.
- \_\_\_\_\_ 9. In 1921, about one person in five was of Native Indian or Inuit origin.
- \_\_\_\_\_ 10. The percentage of people of Jewish origin was greater in 1971 than it was in 1901.
- \_\_\_\_\_ 11. The percentage of people of Bulgarian origin has risen since 1901.
- \_\_\_\_\_ 12. In 1941, out of every hundred people in Canada, two were of Scandinavian origin, on the average.
- \_\_\_\_\_ 13. People of Italian origin were the largest group of "Other Europeans" over the period 1901-1971.
- \_\_\_\_\_ 14. There were no people of Korean origin living in Canada in 1971.
- \_\_\_\_\_ 15. People of French origin have been the second-largest group throughout the period from 1901-1971.



# ***STUDENT MASTER NO. 25A***

## **Exercise on Ethnic Origins in Your Province**

### **PART A**

Refer to the chart "Population by Ethnic Group, Canada and Provinces, 1971" on page 72. For your province, list the fifteen largest ethnic groups, in order, and give the number of people for each group (for 1971).

	<b>Ethnic Origin</b>	<b>Number</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

## Exercise on Ethnic Origins in Your Province

### PART B

Use the figures for your province to determine the ratio of numbers of people in one group to another.

Example      In Alberta, for every person of Austrian origin, there are \_\_\_\_\_  
people of Chinese origin.

- Number of Austrians: 6310      Number of Chinese: 12,905
- $\frac{\text{Austrians}}{\text{Chinese}} = \frac{6310}{12905}$  or  $\frac{1}{2}$  (approximately)
- Therefore, in Alberta, for every person of Austrian origin, there are 2 people of Chinese origin.

On the basis of the example, and using information from the chart, complete the following (for your province in 1971):

1. For every person of French origin, there are \_\_\_\_\_ people of British origin.
2. For every person of Native origin, there are \_\_\_\_\_ people of German origin.
3. For every person of Ukrainian origin, there are \_\_\_\_\_ people of British origin.
4. For every person of Swedish origin, there are \_\_\_\_\_ people of Ukrainian origin.
5. For every person of Hungarian origin, there are \_\_\_\_\_ people of Norwegian origin.

For items 6 and 7, construct two more ratios, using groups you have chosen.

6. For every person of \_\_\_\_\_ origin, there are \_\_\_\_\_  
people of \_\_\_\_\_ origin.
7. For every person of \_\_\_\_\_ origin, there are \_\_\_\_\_  
people of \_\_\_\_\_ origin.

### PART C.

Write a paragraph in which you describe the ethnic origin of the people of your province.



## Review of Chapter 6

1. Describe two trends that are noticeable when studying the occupations of the immigrants who have come to Canada since World War II.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Explain briefly how the sponsorship system operated during the 1950s.  
\_\_\_\_\_  
\_\_\_\_\_
3. List five features that would help a person receive high points from the immigration department after 1967.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
4. List three consequences of the use of the immigration point system.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. Many of the immigrants from Southeast Asia since 1975 have been admitted for reasons other than their high points. Explain.  
\_\_\_\_\_  
\_\_\_\_\_
6. What were the two largest ethnic groups in your province in the 1970s?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

## **Opinion Survey**

Our class is studying Cultures in Canada in Social Studies. We are comparing the opinions of people in this community with the opinions of people from all across Canada. Would you please tell us how you feel about each of these statements? Please circle your answer.

1. Canada would be a better place if members of ethnic groups would keep their own way of life alive.  
Disagree      Not Sure      Agree
2. If members of ethnic groups want to keep their own culture, they should keep it to themselves and not bother other people in the country.  
Disagree      Not Sure      Agree
3. There is a lot that Canadians can gain from friendly relations with immigrants.  
Disagree      Not Sure      Agree
4. Having many different cultural groups in Canada makes it difficult to solve problems.  
Disagree      Not Sure      Agree
5. It would be good to see all the ethnic groups in Canada retain their culture.  
Disagree      Not Sure      Agree
6. It is best for Canada if all immigrants forget their cultural background as soon as possible.  
Disagree      Not Sure      Agree
7. People who come to Canada should change their behaviour to be more like us.  
Disagree      Not Sure      Agree
8. The unity of this country is weakened by ethnic groups sticking to their old ways.  
Disagree      Not Sure      Agree
9. A society which has a variety of ethnic groups is more able to tackle new problems as they occur.  
Disagree      Not Sure      Agree

Thank you for your help.



## **Dene Declaration**

1. What do the Dene people want?

---

---

2. Do you agree with the objectives of the Dene people? \_\_\_\_\_  
If so, why? If not, why not?

---

---

3. What would you like to see the federal government do about the Dene Declaration?

---

---

4. What should non-Dene Canadians do if they agree with the Dene?

---

---

5. What should non-Dene people do if they disagree with the Dene?

---

---

## **Review of Chapter 7**

1. List the 2 main features of the federal government's 1971 policy towards Canada's cultural groups.

a. \_\_\_\_\_

b. \_\_\_\_\_

2. What can Canadians do if they feel they have been discriminated against because of their ethnic origin?

\_\_\_\_\_

\_\_\_\_\_

3. Describe the changes the Dene people are working to achieve.

\_\_\_\_\_

\_\_\_\_\_

4. What problems are facing Hutterite colonies in southern Alberta?

\_\_\_\_\_

\_\_\_\_\_

5. List 4 kinds of programs that the federal government pays for to help ethnic groups.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

6. Give an example of Canadians today being encouraged to maintain their ethnic heritage.

\_\_\_\_\_

\_\_\_\_\_

7. Give an example of Canadians today having difficulty maintaining their ethnic heritage.

\_\_\_\_\_

\_\_\_\_\_



## **West Indies**

This is a brief outline of your history and personality. Try to imagine how such a person would act when applying to come to Canada.

1. You are a black woman from Trinidad.
2. You speak English very well, but you can't speak French.
3. You are a very friendly person, hardworking, and eager to please.
4. You have a Grade 8 education.
5. You have been a maid for the last three years but would like to be a chef.
6. You are 22 years old with two young children. Your husband died last year.
7. You have a third cousin in Calgary where you would like to live.
8. Your name is \_\_\_\_\_ .  
(Select your own name)

If you are rejected by the immigration officer, you can appeal on the grounds that you will take any job, that you have two young children to feed, and that there are no jobs available in Trinidad.

## **India**

This is a brief outline of your history and personality. Try to imagine how such a person would act when applying to come to Canada.

1. You are a man from India.
2. You speak English well, but not French.
3. You are a medical doctor.
4. You are 65 years old and are coming to Moose Jaw in Saskatchewan to live with your brother.
5. You are very friendly and you walk with a slight limp.
6. Your name is \_\_\_\_\_ .  
(Select your own name)

If you are rejected by the immigration officer, you can appeal on the grounds of education, the need for doctors, and the fact that you have a brother in Moose Jaw.



## **Scotland**

This is a brief outline of your history and personality. Try to imagine how such a person would act when applying to come to Canada.

1. You are a man from Scotland and are sponsored by your brother.
2. You have a Grade 11 education and have been working three years as a garage mechanic.
3. You are 18 years old.
4. You speak English with a Scottish accent.
5. You will be going to Brandon where your brother has offered you a job in his service station.
6. You are very quiet. You dress like a “slob” and are very dirty. You have a very bad cold.
7. Your name is \_\_\_\_\_ .  
(Select your own name)

If you are rejected by the immigration officer, you can appeal on the grounds that you are English-speaking and have a good job waiting for you in Brandon.

## **France**

This is a brief outline of your history and personality. Try to imagine how such a person would act when applying to come to Canada.

1. You are a woman from Paris, France.
2. You have a Grade 12 education and have been working as a newspaper reporter for 10 years.
3. You speak French and a little bit of English.
4. You are 32 years old.
5. You are planning to be a journalist in Victoria.
6. Your sister lives in Montreal and promises to send you some money.
7. You are very friendly and hardworking but have trouble speaking English.
8. Your name is \_\_\_\_\_.

(Select your own name)

If you are rejected by the immigration officer, you can appeal on the grounds of being able to speak both official languages of Canada, and on your long experience as a newspaper woman.



## **Vietnam**

This is a brief outline of your history and personality. Try to imagine how such a person would act when applying to come to Canada.

1. You are a man from Vietnam.
2. Your country has just been through a long war in which your house was ruined and your wife and four children were killed. You are starving, and you have nowhere to live because the people who now control the country do not want you to stay.
3. You speak very poor English and no French.
4. You have only one arm.
5. You will go anywhere in Canada.
6. You were a fisherman in Vietnam and have never lived in a large city.
7. You are 49 years old.
8. Your name is \_\_\_\_\_ .

(Select your own name)

If you are rejected by the immigration officer, you can appeal on the grounds of pity.

## Checklist for Immigration Officers

Firstly, decide which of the three categories the applicant falls under: Independent, Refugee, or Family.

Secondly, make a decision (within the category) on rating the individual. (Refer to the chart on page 64 for details.)

Name of Applicant \_\_\_\_\_ Country of Origin \_\_\_\_\_

### A. Independent

	Maximum Points	Points Awarded
1. Education	(12)	
2. Specific vocational preparation	(15)	
3. Experience	( 8)	
4. Occupational demand	(15)	
5. Arranged employment (or designated occupation)	(10)	
6. Location	( 5)	
7. Age	(10)	
8. Knowledge of English and French	(10)	
9. Personal suitability	(10)	
10. Relative	( 5)	_____
	<b>TOTAL</b>	_____

or

### B. Refugee

General assessment (take into account the applicant's need to immigrate and consider the ten factors above to decide how well the individual would adapt to Canada):

or

### C. Family

General assessment (take into account the family situation, and consider the ten factors above to decide how well the individual would adapt to Canada):



## Review of Chapter 8

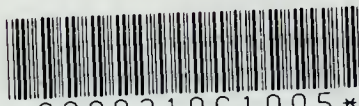
1. List three reasons why immigrants might want to join organizations for members of their ethnic group and associate mainly with people from their ethnic group.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
2. Give three examples of how our lives have all been enriched by our cultural diversity.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. What action can Canadians take if they feel discriminated against because of their ethnic origin?  
\_\_\_\_\_  
\_\_\_\_\_
4. Name three Canadians who are highly regarded in these fields. Name each person's ethnic background.
  - a. sport \_\_\_\_\_ ethnic background \_\_\_\_\_
  - b. music \_\_\_\_\_ ethnic background \_\_\_\_\_
  - c. science \_\_\_\_\_ ethnic background \_\_\_\_\_
5. Do you think Canadians should all learn the languages of their ancestors? \_\_\_\_\_  
Explain your answer. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





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BUCHIGNANI NORMAN 1946-  
CULTURES IN CANADA

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